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ABSTRACT

This book contains 14 articles that examine the role of women in creating a new order of leadership--one that is dedicated to a quality education for all learners. It offers a "women-inclusive" model for educational administration, which reconceptualizes research, theory, and practice by taking the female perspective into account. Following the foreword by Dawn Youdan and the introduction by Genevieve Brown and Beverly J. Irby, three articles in section 1 clarify the existing leadership paradigm and document the barriers that women face: (1) "Rethinking the Paradigm: Women in Leadership Roles" (Judy Reinhartz and Faye Lynn King); (2) "Women's Styles of Leadership and Management Strategies" (Teresa Ann Langford); and (3) "The Juxtaposition of Career and Family: A Dilemma for Professional Women" (Regina M. Watkins, Margie Herrin, and Lonnie R. McDonald). The second section challenges readers to rethink the prevalent paradigm and proposes that women's skills and characteristics are particularly suited for dynamic leadership: (4) "Rethinking the Paradigm: The Potential Effect on Aspiring Women Administrators" (Marianne Reese); (5) "Leadership in School Administration: The Female Advantage" (Carole Funk); (6) "Women's Leadership Style" (Robin McGrew-Zoubi); (7) "Why Women Are Ready for Educational Leadership Positions" (Linda Avila); and (8) "Paying Our Rent" (Evelyn Farmer). Articles in the third section offer insightful observations and strategies for transforming the leadership paradigm: (9) "She Wants to Be a Principal" (Trudy A. Campbell); (10) "The Road to Empowerment in Higher Education: How Women Have Broken through the Glass Ceiling" (Carolyn Tyree); (11) "Transforming the System: Women in Educational Leadership" (Genevieve Brown, Beverly Irby, and Cynthia D. Smith); (12) "Voices of Experience: Best Advice to Prospective and Practicing Women Administrators from Education's Top Female Executives" (Gloria A. Slick and Sandra Lee Gupton); (13) "Women in Leadership: A Support System for Success" (Genevieve Brown and Jimmy Merchant); and (14) "The Educational Environment of Women: Effects and Equity" (Donna Arlton and Vicki T. Davis). References accompany each chapter. (LMI)

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WOMEN AS SCHOOL EXECUTIVES: A POWERFUL PARADIGM

Edited by Genevieve Brown and Beverly J. Irby

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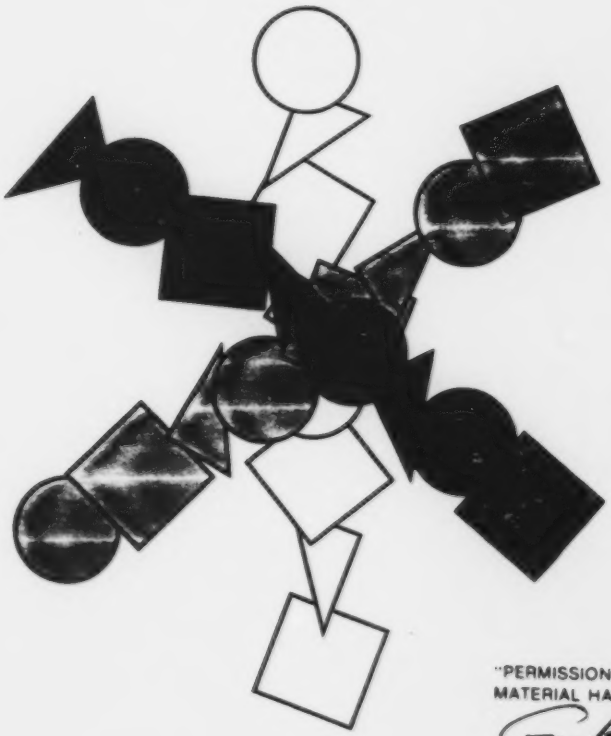

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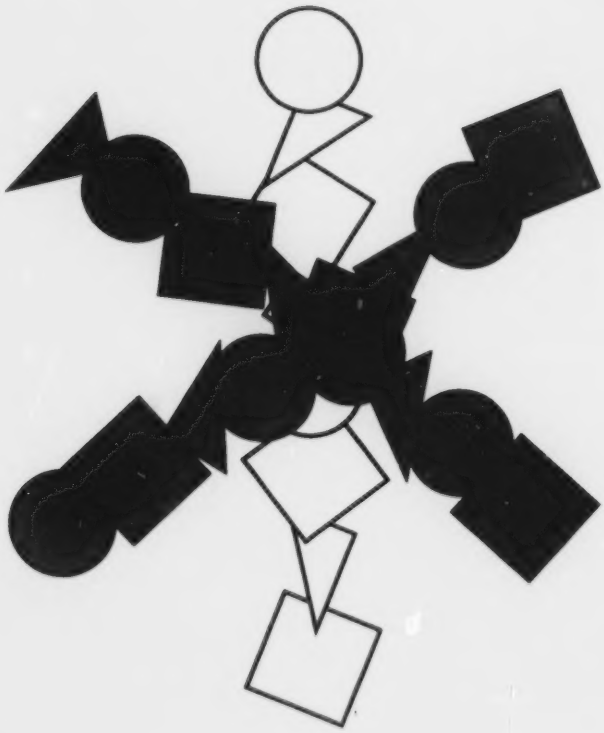

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A POWERFUL PARADIGM

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FORWARD

> *There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.*
>
> Niccolo Machiavelli
> *II Principe 1532*

This book is about leadership, America's scarcest natural resource. At a time when our educational system is in the midst of major upheaval and transformation, we cannot ignore or subordinate the talents of any who are within the educational community. The leadership of the 21st century must not depend on a "good ole boys" network nor the " good ole girl," but the "good ole people's" system dedicated to a quality education for all learners. Women as School Executives: A Powerful Paradigm celebrates, develops, and endorses a new order of things.

The overlooked, sometimes slighted or underdeveloped component of this new order is women in leadership. Our special look at the role of women provides new insights to the unique challenges, advantages and barriers in the journey toward a new order. Because the Texas Council of Women School Executives exists to create, sustain, and nurture women in leadership, this book symbolizes commitment to our mission.

To promote and support quality and equity in leadership in a way that:

- *unites a community of members*
- *actualizes an effective and efficient organizational structure*
- *establishes a viable force with state-wide impact*
- *facilitates continuous growth opportunities, and*
- *fosters a positive orientation*

So that the highest quality education is a reality for all learners.

Dawn Youdan
President
Texas Council of Women School Executives

INTRODUCTION

Genevieve Brown
Beverly Irby

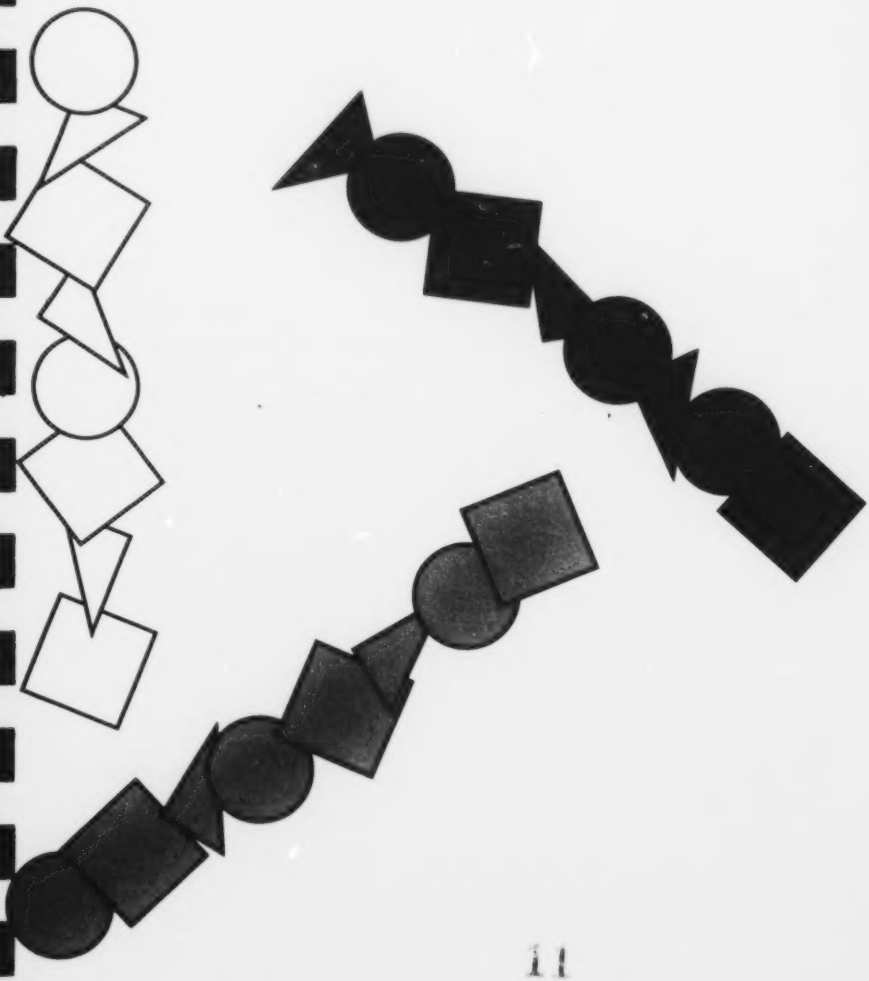
Traditionally, school executive literature has been based on the world of the male administrator with women being largely ignored. The editors felt that in order to expand existing knowledge regarding successful school leadership and to offer a "women-inclusive" administrative model, a reconceptualization of research, theory, and practice taking the feminine perspective into account was necessary. To that end, we invited women who have experienced success in public school and university leadership to offer data, insights, perspectives, and advice on the powerful paradigm of women as school executives.

The authors address women's leadership issues in a candid and thought-provoking manner. Section I of this book clarifies the existing leadership paradigm and documents barriers women face. Section II challenges readers to rethink the prevalent paradigm and proposes that women's skills and characteristics are particularly suited for dynamic leadership. In the final section, the authors offer insightful observations and specific strategies for transforming the paradigm.

The editors are particularly pleased with the quality of work contributed to this book and are appreciative to the authors for their willingness to share. Deep conviction and commitment to new vision are evident. Truly, these women leaders, themselves, are exemplifying the powerful paradigm.

WOMEN AS SCHOOL EXECUTIVES:

Clarifying the Paradigm



Chapter 1

RETHINKING THE PARADIGM: WOMEN IN LEADERSHIP ROLES

Judy Reinhartz
Faye Lynn King

Women should be reassured that managing and leading by using their own strengths is acceptable.

In this age of the Concorde, fast food, microwave ovens, and computers, we witness constant change. Change is an inevitable part of our lives; it is seen also in the leadership roles for women in the educational and business world. As new words like "empowerment," "harassment," and "feminism" become a part of our vocabulary, even our language changes.

This chapter provides a new way of thinking about women as leaders and in leadership positions and provides reasons that show there has been a paradigm shift regarding those at the top. Key executive jobs are no longer the exclusive domain of males. In addition to including a historical perspective of how women have been shortchanged, this article addresses the unique barriers women face and ends on a positive note. Formidable challenges, however, are giving way to breakthroughs as women are recognized for their contributions within various organizational settings.

For so long the literature has been short on definitions and descriptions about what leadership is. For many, leadership has been like love—everyone knows it exists, but it still is hard to explain. Perhaps this is where the dilemma for women begins. So a brief explanation of what leadership is seems appropriate. For Lovell and Wiles (1983), leaders have initiative, empathy, and knowledge of the organization and the workforce, and they are creative, have good listening skills, and are service oriented. Other authors go on to say that leadership includes several ingredients: a guiding vision, a passion for action, and integrity which embodies knowing yourself. Along with this, add curiosity and a sense of adventure that keeps the purpose of the organization moving forward. To think that only males have these qualities is certainly being shortsighted. The paradigm shift regarding who should lead means opening the doors of leadership to all, including women.

Where do leadership qualities come from and how do they develop? For a long time, people believed that "leaders were born, not made, summoned to their calling through some unfathomable process" (Bennis and Nanus, 1985, p. 5). But according to Beach and Reinhartz (1989) and Bennis and Nanus, leaders are not

born, but rather leadership qualities are cultivated, supported and nurtured. They are *not* gender specific. However, with the limited number of women in leadership positions, it becomes very difficult to point to them and illustrate how they have influenced people, policies, and governments. With such limited access to corporate and educational executive positions, women have not had the opportunity to demonstrate their leadership skills on a broad scale and so it goes—limited opportunity and fewer role models to emulate. What is needed is a shift in our thinking; we need people who not only see things as they are and ask why, but see things as they could be and say why not (paraphrased from Robert Frost). We need to see women in leadership roles and when we don't, we need to ask why. The following section of this article partially explains why women are not in key executive positions in corporations and school districts across the United States.

Barriers Women Face

Women face many barriers as they try to move up the corporate or school bureaucratic ladder. One such barrier is tradition; the view is that "it has always been this way!" Women have been confronted with the male-as-norm attitude, aka patriarchy or androcentrism. Women have had very specific roles in society—to have children and deal with domestic tasks. Even when women exercise leadership roles in their community, it may be in a behind-the-scenes capacity. Of all the barriers, traditional attitudes are the most difficult to address because they represent the views and perceptions people hold most dear.

Traditionally, the education of girls has been limited to those things related to raising a family while their male counterparts often have received more formal education. There were men who felt there was no reason for girls to be educated at all for fear it would harm their "female apparatus." Some have counted women's silence a virtue, and Sophocles, Plutarch, and others have labeled women as "babblers, tattlers and nags and scolds" (Brownmiller, 1984, p. 111). These are less than flattering adjectives. The poet Milton did not want, for example, to teach his own daughters Latin and Greek, because he said, "One tongue is enough for a woman" (Brownmiller, 1984, p. 111). Because of these attitudes, women's speech has been "devalued." Even our choice of the pronoun "he" has long been the accepted way to express ideas about both men and women. In this male-dominated perspective, there is a propensity ". . . to identify women in regard to their relationships to men . . . and to the world" (Geis, 1987, p. 65). Cameron (1985) aptly puts it when she says language acts as a "straight-jacket, ready-made classification which our experience must be forced into, like the Ugly Sister's foot into the deceptively alluring patriarchal glass slipper" (p. 94). In addition, women's words have " . . . general ignored by historians, linguists, anthropologists . . . news reporters . . . and businessmen, among others" (Kraemarae, 1981, p. xiii). Women have been silenced and thus "muted" by a language not of their own making (Kraemarae, 1981, p. 1).

A second barrier women face in their quest to move up the leadership ladder is the gender bias that is inherent in our language. These asymmetries of language between girls and boys are learned early. According to Geis (1987), the practice of

using particular pronouns in the case of women helps to make women "invisible." He goes on to say that "our language is also biased against women . . ." Often women are defined not as individuals, but through their relationships to the world. For example, in the military one finds references to officers and their ladies and enlisted men and their wives (Geis, 1987, p. 65). When the focus is on language, it is evident there is a myriad of "words and phrases that denigrate women, ranging from the use of terms that trivialize women and their activities (such as hen party) to terms that treat women as consumable goods (she's quite a dish) . . ." (Geis, 1987, p. 7). Having such pejorative terms in our vocabulary helps to shape our perceptions of girls/women and boys/men which follow them into the adult world of business and education. As women carry out their responsibilities and are considered for key positions, they have to overcome these often negative perceptions.

Some studies illustrate further how these asymmetries found in the English language do not treat women and men equally with regard to leadership styles. For example, a man is described as "firm" when dealing with a difficult situation, but under the same conditions, a woman is often referred to as being "stubborn." He is said to be "wise" by making tough decisions, whereas she might be characterized as revealing her "prejudices." To take asymmetrical language one step further, a man is described as "careful about details" and a woman might be labeled "picky," which is not meant to be complimentary. Finally, a man may be lauded for "exercising authority" and good judgment when having to make the unpopular decisions while a woman is described as "tyrannical" for doing the same thing (Adler, 1990). According to Geis (1987), this kind of linguistic bias molds opinions that harm girls/women more than boys/men. In today's educational and business environments, asymmetrical language becomes a "loaded weapon" when appraising the leadership quality of men and women.

For Spender (1980), "language is our means of classifying and ordering the world, our means of manipulating reality" (p. 2). If language helps to classify and order our world, then language plays a significant role in shaping our attitudes toward women. "Language is not neutral"; it can be both creative as well as inhibiting (Spender, 1980, p. 139). In a sense, our language is stacked against women; the meanings for the same words and phrases for men and women are different. Vetterling-Braggin (1981) maintains there is little parallelism or symmetry in the English language between male and female concepts. They offer such examples as "working mother," "female lawyer," and "woman driver" which call attention to the sex of the person which is not done when referring to a father who works, a man who is a lawyer, or a man who is driving.

Such differences create stereotypes and biases which in turn are reflected in the types of rewards men and women receive, the career opportunities that are open to them, and the types of educational programs they have access to while they are in school. Vetterling-Braggin (1981) contend social change creates changes in our language, not the reverse. A new way of thinking about women is needed. Women need to be valued in society beyond their traditional roles and through being valued, other changes including how women are described in our language will be forthcoming.

Merchant and Brown (1991), after surveying female administrators in Texas, identified in their study several barriers. These barriers included lack of support, encouragement, and counseling from friends, coworkers, and superiors. Participants in the study never visualized themselves in leadership roles. When women do not receive encouragement from others, they are unlikely to seek leadership positions. The "good old boys" network which has been so helpful for men in moving up the corporate/educational ladder is largely absent for women. Such a mentoring system is crucial if women are to make contacts and have other individuals promoting them.

The Road Ahead for Women

For women moving up the bureaucratic ladder, there are clearly formidable challenges. The barriers previously discussed help to explain why women are underrepresented in chief executive officer positions in the U.S. Changes are occurring, albeit slowly. Aburdene and Naisbitt (1992) report that there is only one woman CEO on the 1992 Fortune 500 list; yet, there are more than 5 million women today leading small-to-medium-sized businesses that promise to become the top companies in the future. So, the good news is that women are moving into leadership roles, thus providing more role models, but the bad news is they are not yet CEOs in top organizations.

In a recent issue of the Dallas Morning News, the headline in the Business Section read "Women Execs Finding a Spot at Big Three." Of course, the big three are General Motors, Chrysler, and Ford. These are certainly milestones, but more are needed.

Perhaps a new appreciation for a different type of leader and different leadership styles is needed as well. The same old, same old will not do. Since most women never experienced the military-style of leadership so familiar to men, the authors of Megatrends for Women urge women to develop their own style. One high technology plant manager put it aptly: "The paramilitary leadership style that once worked so well simply doesn't cut it today?" (Loden, 1985, p. 60). A connection must be made between what corporations need in order to survive and the natural skills that women managers leaders possess. Until recently, women have been encouraged to leave behind their natural management skills and "think like a man." In addition, women have to stop relying on what they have been told and rely more on their own feelings and insights; they need to become aware that they have something unique to offer organizations and its workers. Women should be reassured that managing and leading by using their own strengths is acceptable.

One's leadership style is personal and emanates from a philosophy that develops over time. Women are taking time to reflect on what is important and why it is essential to develop a style that is comfortable for them. Rather than thinking of a hierarchy, women think mostly in terms of a network or web of relationships. One manager described her style in terms of concentric circles and went on to say that "The great thing about the circle is it does not box you in. You can connect with any other point" (Aburdene and Naisbitt, 1992, p. 95). Mary Kay Ash has a philosophy of treating employees as individuals rather than subordinates

"who are simply expected to execute orders . . . When the air conditioning ceases in our building, then the repair technician becomes more important than the Chairman of the Board" (Loden, 1985, p. 93). For her everyone is important in the organization no matter what job they perform.

There is reason to believe the winds of change are blowing. If change is on the way, and we think it is; then organizations need to make room for women executives. And indeed, they will do things differently. This is not to say that different means necessarily better, just different. This change will bring diversity to organizations which in the long run will result in bringing ". . . fresh ideas, new and different perspectives [to] old problems . . . because they are not blinded by the familiar" (Stipp, 1992). It is safe to say that the gender gap ". . . threatens to become a drag on the nation's economic aspirations, as shortages of qualified workers loom in technical fields." (Stipp, 1992, p. 8). For Stipp and others, this is not a matter of just increasing the number of women in specific fields, but of opening the doors of opportunity to everyone regardless of their sex. Making gender-biased decisions can mean the loss of a qualified person. In the final analysis, we need people to see things as they should be not as they have been.

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Chapter 2

Women's Styles of Leadership and Management Strategies

Teresa Ann Langford

> *Feminine leaders see the world through two different lenses concurrently and, as a result, respond to situations on both the thinking and feeling levels (Loden, 1985, p. 61).*

Logical and intuitive styles appear in any organization with hierarchical levels of leadership; however, the holistic style of management appears in organizations focusing on change and futuristic trends (Norris, 1992; Rosener, 1990). Defining the feminist leadership model, with merging levels of intuition and logical thinking, as an adaptability mechanism, provides the futuristic model for change in leadership based on creativity, and superleader characteristics (Loden, 1985; Manz & Sims, 1990)

The differences between male and female management styles in this chapter, especially focuses on school administration. Research of the transformational or feminist style is analyzed in order to interpret the trends in decision making styles and to predict future trends in leadership styles in school administration.

Gender Differences in School Administration

Addison's review of the research (1981) on women in school administration reveals that sex role stereotyping encourages the theme that women do not possess the attributes required to run organizations despite the leadership style utilized. The "masculine ethic" which advocates the premise that rational, logical decision making is the only way to arrive at decisions, fosters the rejection of the presence of any emotional power in decision making (Addison, 1981, p. 313). Addison (1981, p. 331) concludes that "emphasis on cultural norms and childhood socialization of the sex role stereotypes-socialization perspective has not encouraged comparative studies of women in managerial positions in diverse organizational settings".

Shakeshaft's (1986) review of the differences between the way men and women manage emphasizes that there is a large body of literature which portrays no differences between the way men and women manage. However, she describes (1986) the background of such studies as within the domain of the white male establishment and based on the theoretical models of masculine managerial styles, thus excluding any justifiable findings about women. Shakeshaft (1986) points out

that there are discernible managerial gender differences in school administration. But, she emphasizes that describing these differences does not overshadow the competence or effectiveness of each differing style (Shakeshaft, 1986). According to Shakeshaft (1986), showing that women are as competent as men in management positions does not mean that they manage in identical ways.

Existing comparative studies of gender differences in school administration appear to promote concerns such as the characteristic attitude of "nurturing" and interest in curriculum concerns as reliable feminine school leadership traits, as compared to the financial and organizational components of the masculine perspective (Addison, 1981; Shakeshaft, 1986).

However, Addison (1981) and Shakeshaft (1986) find that endeavors to associate administrative success with stereotypical masculine or feminine behaviors, alone, are unlikely to generate understanding of a effective women leaders or effective leadership traits in general.

More specific gender differences in management style are explained by Marshall (1985) and Shakeshaft (1986). The twenty-five women in Marshall's study (1985) felt that their management style differed from men's; however, their style was not perceived to be recognized as effective by male superiors. Also, they reported that they were not included in committees which resolved critical district issues, possibly, because of societal norms that women are not proficient in areas dealing with finance, legal issues, discipline, or conflict (Marshall, 1985).

Shakeshaft's study (1986) found that women develop more participative decision making within the school setting when compared to male administrators, develop higher staff morale, and reflect community building in speech making and also their leadership styles. More knowledge of instructional curriculum and methods is shown in comparison to male administrators. In a Mintzberg type listing of duties, Shakeshaft (1986) found that women spend more time away from their desk, but less time away from the school, engage in longer scheduled meetings as well as more unscheduled meetings, place more emphasis on contacts with superordinates, and spend more time interacting with staff through observation. Shakeshaft (1986 p. 173) states that women stress student achievement by viewing themselves as the "master teacher or educational leader whereas men more often view the job from a managerial-industrial perspective". In a meta-analysis of leadership and managerial style, Shakeshaft (1986 p. 178) reports no difference on indicators of the Leadership Behavior Description Questionnaire, which includes survey dimensions of "representation, reconciliation, tolerance of uncertainty, persuasiveness, tolerance of freedom, consideration, production emphasis, predictive accuracy, integration, and superior orientation. Differences in communication style researched by Shakeshaft (1986) reveal that women possess hyper-correct grammatical and syntactical style when writing, or speaking. A greater variety of speech patterns is demonstrated by women in tonal voice patterns of pitch, loudness, and rate. Women also tend to be more expressive and descriptive, according to Shakeshaft (1986). She also finds (1986, p. 182) more use of collaborative language such as answering questions with the intonation of a another question, and avoiding use of directive statements by utilizing language

such as "it seems, it appears". "Men's language lacks emotional content: Men say, 'I think', women say, 'I feel'" (Shakeshaft, 1986, p. 182). Overall, Shakeshaft (1986) describes the decision making style research as finding women more democratic and participatory, with ability to utilize long term planning mechanisms and evaluation techniques.

Comparative gender studies of male and female superintendents (Eatler and Carr, 1988) suggested that male and female superintendents spend similar amounts of time on some activities, but women have a greater preference for those activities typically associated with instructional leadership, communication, goal development, staff development, curriculum planning, and meeting with school related groups.

Pounder (1989) analyzed differences between male and female approaches to discipline, and conflict resolution. According to her findings, females were more reluctant to move toward punishment and more prone to emphasize learning in discipline. They appeared to bring more flexibility and creativity to conflict resolution according to Pounder (1989).

In a review of the literature, Weller (1988) proposes that, female characteristics of cooperativeness, community building, involvement with others, establishing and maintaining relationships, and open communication, previously found to be liabilities, may actually be assets. She suggests that "women should accept their gender and get on with being competent professionals" (Weller, 1988, p. 8).

Studies (Gale, 1988; Kahn, 1984) focusing on the differences in behavior of male and female leaders and subordinate interaction describe females who demonstrate an accommodative, affiliative interaction style, whereas, men display a task oriented, structured, directive, and assertive style.

In a study of studies, Gale (1988) points to differences in verbal and nonverbal behavior of males and females in leadership positions. Based on her research (1988), she concludes that in order for women to be perceived as leaders in mixed-sex groups they must actively pursue the role of the leader within the domain of the feminine style. Imitating the dominant male figure leader style, does not appear to further the leadership image of women, according to Gale (1988). "Acting like a leader means being verbally active in group situations and displaying knowledge and skill (Gale, 1988, p. 25). Studies (1988) show that women are more successful in being perceived as a successful leader if they establish authority in a less authoritative way than men and emphasize their concern for cohesiveness and interrelatedness.

Kahn (1984) studied the differences in language of mixed groups and same sex groups with variation in regard to a male or female leader . Statistical analyses showed that groups with female membership scored higher in use of affiliative language, expressing positive feelings. Female group members expressed hostility related language less indirectly than male members. However, significantly higher use of hostile language appeared in groups led by females. Kahn (1984) discusses the conflict of the stereotypical role of woman as the nurturer and the organizational role of the task-oriented female. Kahn (1984, p. 275) theorizes that a low-emotional, on task, female leader "stirs up primitive fears about the availability of life-sustaining emotional support in general" or, our need for love.

In contrast, Morrison et al., 1987 found male and female managers do not differ on variables of goals and values, and other personality traits, or job related attributes and behaviors. During interviews conducted as part of an Executive Women Project with 76 women, in or near general management jobs at twenty-five Fortune 100-sized companies, Morrison, White, Van Velsor, and the Center for Creative Leadership (1987, p. 50) found that "out of the dozens of psychological and behavioral measures, only a few statistically significant sex differences emerged". Differences in favor of males included the ability to feel "equal to the demands of time and energy encountered in their daily lives", "more likely to perceive things as their peers do", and "more comfortable with achievement via conformance". Differences in favor of females included more likelihood "to move in new and original directions, more likely to behave as individuals and to personalize their experiences". The factors which the senior executives identified as contributing to the female executives job success included "help from above, track record, drive to succeed, ability to manage subordinates, willingness to take career risks, tough, decisive, demanding, smart, impressive image, works through others, adapts to environment, and easy to be with" (Morrison, White, Van Velsor, and the Center for Creative Leadership, 1987, p. 187).

Researchers commenting on the stereotypical image of the administrator (Marshall, 1989; & Pounder, 1990) find that school administrators are generally defined in terms of the masculine role model. Pounder's research (1990, p. 6) depicts females, who are not defined in terms of characteristics such as "strong", "in control", or "powerful", do not match the profile of the ideal candidate for an administrative position, especially secondary principalship or superintendency. However, she suggests (1990) that the changing role of the formal bureaucracy and the decentralization of schools may be opening the door for female images, especially with the increase in minority children, learning problems, and increasing social problems.

Female Organizational Culture

Shakeshaft (1986) comments on the stereotypical adaptiveness of women to the white male culture; however, she also describes a body of research which supports a feminine culture and world, which underscores not the differences in effectiveness between male and female managerial traits, but simply the competencies in the differences of both.

Shavlik and Touchton (1988, p. 106) commenting on the leadership development of men and women suggest that males and females have similar needs in the areas of general competencies or knowledge required for administrators; however, "women do have special needs, relating principally to the ways in which they are viewed and treated as member of a class, rather than as separate persons judged on their individual merits." The authors further stress that although there is diversity within female leadership, women should not hesitate to celebrate the "traditional" abilities which are being rediscovered as keys to success in management. These key attributes such as "fostering", "nourishing", "caring", "relationships", "intuition", and "empathy", currently being promoted in the literature on

effective leadership, coincides directly with the attributes valued in the female cultural system. Because it is important for women to understand the strength of their value system, the authors recommend that "women need to put less energy into changing themselves and more into making institutions more hospitable to women . . ." (Shavlik & Touchton, 1988, p. 98).

Loden (1985) finds that all women may not possess these traits, and many men may possess them as well. However, women as a group possess these qualities to a far greater degree than their masculine counterparts.

Females, then, appear to possess the attributes required to serve as creative, transformational, futuristic leaders with integrated analytical and conceptual abilities. Norris (1992, p. 21) defines the process of becoming a transformational leader as the ability to change "one's leadership pattern" to gain an internal unity. Norris (1992, p. 21) says that "creative persons are not polarized in their thinking process but incorporate, instead, both conceptual and analytical processes in a complimentary way".

Loden (1985) characterizes the feminine leadership style as such a combination of the conceptual and the analytical, of emotional as well as rational data. "Feminine leaders see the world through two different lenses concurrently and, as a result, respond to situations on both the thinking and feeling levels" (Loden, 1985, p. 61). Loden (1985, p. 13) interviewed 200 women, who were in developing or senior managerial levels, and 50 men, who were described as being "enlightened" by their female colleagues, from diverse organizations and entrepreneurial businesses. Her findings (1985) confirmed her hypothesis that female leaders have additional data to consider, by being cognizant of emotional feelings and the nuances of human relations. She describes (1985) an emerging feminine leadership model, which does not preclude male participativeness, but appears to represent qualities which abide in female leaders as a group. These include a "cooperative operating style, a team organizational structure, quality input as a basic objective, intuitive/rational as a problem solving style, and key characteristics of lower control, empathy, collaboration, and high performance standards" (Loden, 1985, p. 63).

Rosener (1990) determined through emergent patterns from interviews with women that they reported a participative management style, which encompasses a definition far beyond the traditional organizational theory status quo as that of "enhancing other people's self-worth and energizing followers (Rosener, 1990, p. 120). Many of the interviewees also described the affiliation to participative management as coming "naturally" to them, rather than a style adopted only for the benefit of the organization (Rosener, 1990, p. 122). The author theorizes that use of participative management, as a natural style, grew from childhood socialization and need for survival in prior non-authoritarian, or staff roles. Retaining the strategy when authority was bequeathed, then, was a formalized natural response to what had worked for them before (Rosener, 1990).

An exploratory study by Haring-Hidore et. al. found commonalties of women in administration during interviews on the possibility of women engaging in constructive knowledge methods, or a combination of the subjective and the

objective. These common descriptors include style indicators of "a participatory, collaborative, cooperative" decision making , a "well informed" competency base, a tendency to an "appreciation of relationships among people", and a focus on "strong performance in their present assignment" (Haring-Hidore et. al 1990).

Shakeshaft (1986) defines the female world of school administration as a feminine culture, metaphorically speaking, which emphasizes relationships, and care and concern for others, with teaching, learning and community building the principal components.

Summary

Valuing diversity in leadership styles provides for an array of possibilities for organizations and the growth of strength in leadership for men and women leaders of the future (Rosener, 1990). Defining and valuing the feminine leadership model can provide the broadest possible scope of leadership skills, both masculine and feminine (Loden, 1985).

With the emergence of leader as developer, it is important for women leaders to "identify their natural skills to benefit themselves and their organization" (Loden, 1985, p. xi). "Thus, success in leadership no longer requires women to act like men, but rather to implement and integrate female ethos values in the practice of leadership" (Rogers, 1988, p. 6).

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Chapter 3

THE JUXTAPOSITION OF CAREER AND FAMILY: A DILEMMA FOR PROFESSIONAL WOMEN

Regina M. Watkins
Margie Herrin
Lonnie R. McDonald

Mothering, not fathering, is a prevalent societal norm creating personal role conflicts that permeate institutions of higher learning.

The vocations of successful mother and professional are not necessarily mutually exclusive (Holt, 1981). However, the major segment of the workforce—women, comprising 52%—are struggling to balance these two most important forces in their lives. Drastic increases in the number of working women by necessity have thrust this issue to the workplace's forefront. Resolution of such career and family concerns should definitely contribute to not only increased productivity but also the psychological well-being of a more successful workforce (AAWCJC, 1991).

The February 1, 1993, cover of Time confronts us with the plight of the working professional woman, as we see a picture of the first female nominee for U.S. Attorney General. Zoe Baird was "drawn and quartered" for decisions she made regarding a family concern: quality child care. Regardless of personal beliefs about respect for rules, integrity, or credibility, the fact remains: Had a male nominee ever been asked about his child care arrangements? The answer is no (Gibbs, 1993).

Research supports a history of limited success of professional, and especially university, women with families (Ezrati, 1983). In fact, conflicts involving expectations and family obligations appear to run rampant in institutions of higher education. Several pertinent statistics are esoteric to institutions of higher learning and the issue of family and employee gender: (1) Fewer married women achieve high academic rank than married men; (2) Men are more successful in combining parenthood and academic careers; in fact, the combination of family and career are the norm for men, not women, academicians; (3) The majority of university women remain childless, 50% as reported by Hensel (1991), with only 15% having three or more children, as compared to 33% of men (Carnegie Commission as reported by Ezrati, 1983); and, (4) The more children a woman has, the more difficult it is to balance family and career. In fact, career advancement for the professional woman often means limiting family size (Holt, 1981).

In an attempt to not only initiate but also perpetuate change, the American Association of Women in Community and Junior Colleges (AAWCJC) selected for its 1992 agenda the theme of "The New Workforce" in order to showcase issues pertinent to quality living for university women. This organization sees the need to promote optimum achievement of constituents, which means overcoming barriers to their success. Effective management of family and professional responsibilities is quickly emerging as a primary concern for university women across the nation. (AAWCJC, 1991)

Covert Issues in Higher Education's Organizational Culture

Many subtle restrictions exist that prevent women from acquiring promotions, tenure, and other forms of advancement. Ezrati (1983) presented the following list of covert reasons why advancement for women in higher education may be limited.

Geographic Immobility. Few women have the luxury of relocating in order to attain job advancement. Ninety percent of women reported they would relocate only if their husbands secured employment. Seventy-five percent of men would relocate for a better job with or without the spouse's employment. In fact, our society "discourages family change for the sake of a wife's career" (107).

Limited Bargaining Power. Being confined to one location, women usually have little to no bargaining power in negotiating for positional advancement. Administrators feel minimal pressure when faced with the possibility of losing versus regaining a productive female employee who is trapped in one location. This condition also perpetuates low salaries and infrequent promotions.

Limited Job Market. Job relocation is acceptable if precipitated by the husband, but not the wife. Therefore, limited mobility perpetuates infinitesimal career options. To further limit female career choices, colleges and universities are seldom in close proximity to allow convenient commuting.

Nepotism and Institutional Inbreeding. Antinepotism policies are widespread in institutions of higher learning. These policies appear to be inordinately discriminatory to wives usually due to the fact that husbands are employed first. Most policies are not specific; however, the majority of institutions covertly forbid the hiring of any relative even if the position in question does not involve a supervisor/subordinate relationship. In fact, special permission is sometimes required, especially in the case of hiring a spouse. In juxtaposition, a similar discriminatory action deals with inbreeding. Many institutions assume an inflexible stance in hiring their graduates, a mentality which handicaps married women because of their immobility.

Inability to Combine Family and Career. Even when university employment is secured, the female faculty member has many tough decisions to make. If there are plans for children, the employee must face necessary leaves of absence which are usually at the convenience of the institution's schedule. Upon return, she finds herself lacking in scholarly activities necessary for promotion and tenure. Further, the ideal time for achieving quality professional status is between the ages of twenty-five and thirty-five which happens to coincide with the optimum years for bearing children.

Additionally, women's career and family choices tend to follow a pattern of fragmented phases rather than a smooth continuum descriptive of their male counterparts. This paradigm tends to characterize university women's careers as disjointed.

Public Mindsets. Society vehemently declares that childcare is the responsibility of the woman. Mothering, not fathering, is a prevalent societal norm creating personal role conflicts that permeate institutions of higher learning. Religion and mores further confound the problem facing women who desire to maintain a quality career and family life. Most women feel pressured by society to make a choice. Hampton (1982) states that women professors generally chose careers over marriage.

Housework. Even though female academicians have greater earning power than most other women in the workplace, they continue to bear the burden of the caretaking responsibilities of the home. In fact, socioeconomic status is negatively correlated with the amount of hours spent in housework activities. Hensel (1991) reports the addition of a child and household responsibilities increase the workload of an average professor from fifty-five to seventy or more hours per week.

Part-time Employment. Most part-time employees are women, a choice that is often family-driven. Therefore, they receive lower salaries, fewer promotions, and suffer from reduced productivity.

Childcare Provisions. Few institutions of higher education provide childcare facilities, thereby requiring women to acquire adequate childcare on their own. When such programs do exist on college campuses, implementation was historically initiated as a result of student versus faculty needs. The unavailability of onsite quality childcare is pervasive in institutions of higher education. It appears once again that our patriarchal society is restricting women faculty who are attempting to combine family and career.

Extraneous Implications

Hensel (1991) noted that women are as productive and scholarly as men, although women suffer from higher attrition rates and slower mobility in higher education. Gender discrimination is prevalent and appears to be exacerbated by the perplexing responsibilities of university women attempting to balance family life and professional career. Most institutions continue to be male-dominated with athletic and military overtones. Women are, however, quietly breaking into the male-controlled society in a subtle manner but are required to utilize male rules and mores for successful integration. In fact, women who secure administrative positions must capitalize on the typical paths derived from their male predecessors. (Holt, 1991)

Holt (1991) also addressed issue of juggling the demands of family and position in the advancement process. Only those female university administrators who had secured quality childcare arrangements and had a supportive husband felt any relief from the career pressures they must endure. In addition, for those who are family women in management positions, their greatest expenditure of energy was directed at resolving conflict about priorities of family and career. Most of them felt that eventually a choice was forthcoming. (Hampton, 1981)

Strategies for Successful Career Integration

The community of higher education and society as a whole can benefit from utilizing the untapped female academic talent of individuals who experience the conflict of family and career responsibilities. Selected strategies which follow must be incorporated into the policies and activities of the higher education community to accomplish this endeavor and provide support for universal family needs.

Higher Aspirations by Women

Women sometimes do not "actively work toward promotion" (Hampton, 1982, 22). The psychological perspective of women must reflect higher aspirations and thinking patterns which support the achievement of non-traditional female fields of employment (Parker, 1991). Women must begin to change their mentality about professional opportunities and advancement (Hampton, 1982).

Financial Independence

Women must seek to achieve and maintain financial independence because of expected additional years in the workforce (Parker, 1991).

Experience Enhancement

To enhance career opportunities and remain current, women must take advantage of internships, volunteer for opportunities which lead to additional experience and seek advice of experts in the field when available (Parker, 1991).

Family Response Surveys

Family response surveys administered by universities should be utilized to identify family conflict issues and family support factors, followed by the development of policies to eliminate unfavorable practices (Hensel, 1991).

Dual Career Couples' Recruitment

The development of placement policies which recruit dual career couples must be encouraged. Such measures will provide an easier transition for couples with families who move for career enhancement (Hensel, 1991).

Family Leave Policies

Alternative student assignments during periods of time when childbirth occurs during the semester should be utilized. Both parents should be allowed to participate (Hensel, 1991).

Maternity Leave Policies

Women need at least three months access to leave with pay upon the birth of a child (Hensel, 1991).

Load Reduction

At the birth of a child, the woman may select a reduced teaching load or committee assignments for the semester or year (Hensel, 1991).

Tenure Clock Adjustment

The tenure clock must be adjusted for women one (Hensel, 1991) or two years (Graham, 1983) per childbirth to allow adequate review time.

Class Schedule Options

Parents should be permitted to select class schedule adaptations such as reduction of early morning, evening or Saturday classes (Hensel, 1991).

Leave of Absence

Child bearing, child rearing and family emergencies are legitimate reasons for

discontinuous service without negative consequences (Ezrati, 1983). Self-selection for leave time by either parent is advisable.

Networking with Colleagues

Women must align themselves with productive employees of the university and be a participating member of a network of female colleagues (Holt,1981).

Mentorship

Mentor relationships and new programs for new women professionals offer assistance, contacts and critiques of activities (Holt, 1981).

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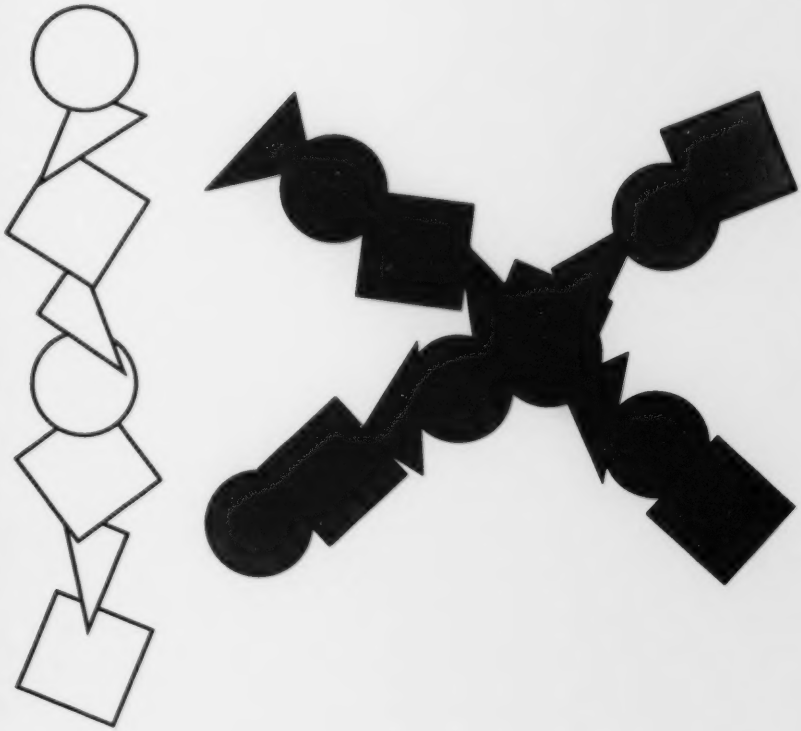
WOMEN AS SCHOOL EXECUTIVES:

Rethinking the Paradigm



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Chapter 4

Rethinking the Paradigm: The Potential Effect on Aspiring Women Administrators

Marianne Reese

The current educational environment has, as never before, the conditions present to promote and retain women in educational leadership positions.

In Texas, as well as across the nation, the acceptance of the fact that schools are failing its customers-students, parents, citizens, and businesses- is driving the restructuring movement within education away from a mass-production model toward a service-oriented one. High drop out rates, disproportionate mastery of basic skills among student populations, and students unwilling to enter the more challenging courses are but a few of the indicators of this failure and serve as impetuses for change of thought and action.

Under the umbrella of Total Quality Management (TQM) fathered by W. Edwards Deming, a new set of beliefs, values, and techniques is being stressed, embraced, and applied to transform American education . . . a paradigm shift. A paradigm, as defined by Kuhn (1970) is "the entire constellation of beliefs, values, techniques . . . shared by the members of a given community". Primary among the transitions within the shifting paradigm of education is that from control to empowerment (Gordon 1992 and Bonstingel, 1992). This shift alone has the tremendous potential to not only produce what is being defined as "quality" schools, but to further enhance women's entry into educational leadership roles and to ensure they remain in such roles.

The intent of this article, therefore, is to briefly examine the proposition that a shift away from control to empowerment will increase the movement and retention of women in educational leadership positions. In considering this proposition, the concepts of control and empowerment, as well as, relevant educational theory will be discussed.

Control Within The Old Paradigm

The origin of the old paradigm is found in the early decades of the twentieth century. Based on the philosophy of Frederick Winslow Taylor, an American industrial engineer, the principles of scientific management were begun to be applied to education. Fundamental to scientific management principles was that each aspect of schooling was reducible to perfectly specifiable components and

tasks. It was then the responsibility of a centralized authority to define in detail and direct all processes performed by the teacher. William Glasser (1990) refers to this now traditional management method as "boss-management" which is based on the belief that people can be motivated from the "outside". Through the application of scientific management the concepts of control, compliance, and coercion have become inculcated in American education.

Though other schools of thought regarding management theory have preceded the Tayloresque industrial model, at best the issue of control has evolved from one of direct control to indirect control. Indirect control efforts include "teacher proof" curricula and materials, state defined student performance objectives and standardized achievement tests, and state-by-state comparisons of standardized achievement test scores. The underlying intent of indirect control, as with direct control, is to maximize efficiency and accountability likening education to mass-production manufacturing.

Empowerment Within the New Paradigm

Whether it be direct or indirect control of schools and schooling, the concept of empowerment is significantly different in its focus. The object of control under the scientific management philosophy has been the people within the organization — what they do, when they do it, and how they do it. Enablement or empowerment as discussed by Thomas Sergiovanni in his book *Value-Added Leadership,* however, focuses on accomplishments. He suggests that "empowerment can be understood as the exchange of one kind of power for another-the exchange of *power over* for *power to"* (1990, p. 104).

Sergiovanni views the management structure of schooling not as pyramidal, but rather circular. Acts of discretion, support, preparation, and guidance are involved, which are both rights and responsibilities shared by the entire school community of principals, teachers, students, and parents.

Gordon (1992) discusses empowerment in terms of three aspects: (1) pedagogical, personal, and social development; (2) involvement in collaborative efforts; and (3) a shift from external to internal accountability. He uses such descriptive phrases as "assume ownership", "expansion of leadership throughout the school's professional community", and "authentic colleague" to better clarify the transition from control to empowerment.

An obvious premise of these beliefs concerning empowerment is that those who manage their own work processes will produce quality output. But what of the intrinsic needs of the individual? But of specific concern in this paper, what effect will such a shift from control to empowerment have on women considering leadership positions within education?

Reconsidering Motivation and Leadership: a Female Perspective

Charol Shakeshaft in her book *Women in Educational Administration* discusses what she refers to as an "androcentric bias in educational administration theory and research" (1987). She begins her inquiry with the question "Does theory make any assumptions about male and female roles?" (p. 148). Shakeshaft's

answer is "yes" stating that the underlying assumption in research is that the experiences (and motivations) of males and females are the same.

Shakeshaft provides significant and substantial documentation that the predominance of educational administrative and organizational theory taught and applied to date has been based on research and conceptualizations centering on the corporate world and the military-without the issue of gender being considered. She contends that this assumption is invalid and that research findings which do not consider the issue of gender can not be appropriately generalizable to females.

Shakeshaft analyzed five theories or concepts which are prevalent in educational administration textbooks: Getzels and Guba's Social System Model, Hemphill and Coon's Leader Behavior Description Questionnaire, Halpin's Organizational Climate Description Questionnaire, Fiedler's Theory of Leadership Effectiveness, and Maslow's Theory of Human Motivation and Self-Actualization. Shakeshaft's general conclusion is that there was a significant conceptual weakness in the researchers' perspective. In the majority of the work examined, women were virtually not included. For example Abraham Maslow's classical motivation theory, as initially conceptualized, was based on the case studies of one male and one female. However, 42 of his listed 46 supporting case studies were of males. And yet the outcomes of such research have ". . . become the standards and norms by which *all* (emphasis added) experience is measured and valued" (p. 150).

To exemplify the potentially negative effect on women in administration, only one of the five theories need be further examined. At the pinnacle of Maslow's hierarchy of needs are "self-actualization, followed by "self-esteem", and two rungs below is "belonging and love". Human motivation within this framework is generally assumed to be developmental: a lower stage must be satisfied before a person is motivated by needs of the next higher stage.

In the introduction to *Motivation and Personality,* Maslow wrote:

> It is possible for a woman to have all the specifically female fulfillments (being loved, having the home, having the baby) and then, without giving up any of the satisfactions already achieved, go on beyond femaleness to the full humanness that she shares with males, for example, the full development of her intelligence, of any talents that she may have . . . (1970, p. xvii).

Of significance is the apparent conflict between a woman's historical sense of self and fulfillment which are aligned with the needs for affiliation and belongingness and Maslow's reference to "full humanness". As it is not suggested that men need go beyond their maleness, the inference for achievement of self-actualization is equated to excellence in masculinity.

This implication is mirrored in Susan Wittig Albert's (1992) examination of women who have left prestigious careers. She states that the successful woman must develop "a strongly male-oriented bias and a tendency to uphold and defend the masculine culture of ideas and ideals (p. 15). Career success is predicated on sustained allegiance to the standards, policy, and rules of the organization to which you belong. Yet to the female career leaver, the climb to dominance in the workplace apparently results in a loss of something essential within themselves.

Peters and Austin, co-authors of *A Passion for Excellence*, also recognize the dilemma within Maslow's concept of "full humanness":

> We are frequently asked if it is possible to 'have it all' — a full and satisfying personal life and a full and satisfying professional one. Our answer is: No. (1985, p. 419).

Though little information exists on women leaving leadership positions in education, generalized statistics on women in educational administration reflect that

- though there are more female than male teachers, this trend reverses for administrators;
- the average female principal has spent significantly more years as a teacher than has the average male principal; and
- fewer women principals than men are married, a trend holding in the superintendency.

There are many varied explanations and causative factors which might be offered for these trends: yet one stands out. Rather than there being an internal barrier such as lack of aspiration in women 'holding them back', there have been external barriers in the traditional educational organization and views of leadership.

The pervasive element of control found within the bureaucratically structured educational system has generally neither enticed nor welcomed women into leadership positions. Further, those who have typically managed the schools-the "boss managers"- have evolved from a consciousness that prizes the drive to compete, to win, to beat everyone else (Shakeshaft, 1990). These managers in turn have served as models for and promoters of the next generation of school leaders. For most women, leadership positions in such traditional educational systems have not been attainable.

The current educational environment has, as never before, the conditions present to promote and retain women in educational leadership positions. Education's paradigm shift toward a greater focus on the quality of group interactions and working as a member of a team in a circular organizational structure as opposed to a triangular one, will stimulate a sense of belongingness . . . and power. Is this not at the heart of empowerment? Is this not the essence of Sergiovanni's value-added leadership? The new paradigm, if it becomes the norm, will provide an educational milieu more supportive — both extrinsically and intrinsically — of women in administration.

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Chapter 5

LEADERSHIP IN SCHOOL ADMINISTRATION: THE FEMALE ADVANTAGE

Carole Funk

> *We especially understand the plights of other women and minorities.*

The evolution of the theory and practice of leadership has caused a shift from competitive models of the past to collaborative and humane models, such as Total Quality Management, that have changed, perhaps forever, the perception and practice of leadership in the United States. The first steps taken toward these new views of leadership were made in the 1920s in the Hawthorne studies when industrial psychologists first learned about the "human" side of management that challenged the current mode of treating workers like machines, not like thinking, feeling beings. This shift from Theory X to Theory Y leadership, however, was gradually replaced by a return to the authoritarian mode that resulted in the "I win, you lose," "greed is good" styles of the 70s and 80s.

In the middle of the last decade, however, the nation's private and public sectors were forced to face the hard economic fact that their leadership styles were anachronistic and did not serve the needs of the modern workforce. The success of Japanese management or Theory Z forced business and industry to begin to rethink not only the structure of their organizations but also the leadership styles of its management teams. By the end of the 1980s, the "concern for people" or "consideration" elements of early leadership models returned to the forefront as critical components of this new view of a leader's role. This reconceptualization of leadership roles and styles along with the success of the emerging female leaders in both sectors indicated a need for a new research approach concerning the metamorphosis of leadership models that included the voices and visions of women in leadership positions.

The Female Leadership Advantage

Sally Helgesen (1990), whose work in The Female Advantage: Women's Ways of Leadership, suggests that "as women assume positions of leadership in the public realm, they are bringing their values with them" (page xxi). This study of behavior of female leaders reveals that many women lead quite differently from men, and, according to Helgesen, in these differences lie great strengths, not weaknesses, She notes that these woman's advantages in leadership have been neglected, if not dismissed outright, by the dominant male business culture.

In her ethnographic style of research, Helgesen, researched the strategies and organizational theories of four women in the following leadership positions: National Executive Director of the Girl Scouts, the President of Western Industrial Contractors, the Director of Ford Motor Company's Executive Development Center, and the president of Brunson Communications. The overall purpose of her study was to investigate ways in which the experiences of women as wives, mothers, friends, sisters, and daughters contribute to their leadership styles. The relevance of her work is based on the fact that all previous leadership models have been based on studies of male leaders, a research trend noted also in many other fields such as psychology and medicine.

Helgesen's findings revealed that workplaces run by women are "webs of inclusion" and not hierarchies and that a key factor in this inclusiveness is the sharing of information. In these "webs":

> Talent is nurtured and encouraged (not commanded).
>
> Influence and persuasion take the place of giving orders.
>
> Lines of authority are less defined.
>
> Compassion, empathy, inspiration, and direction are connective values.
>
> Connective values are communicated by "voice" or "tone" and not by "vision."

The importance of this voice is emphasized by Helgesen's conclusion (1990) that "the woman leader's voice is a means both for presenting herself and what she knows about the world, and for eliciting a response " (page 223-224). She notes that this woman's vision of her company might define its ends but her voice "is the means for getting that vision across. And it is in this method, in this concern for means along with ends, that the value for connectedness is nurtured" (page 224).

The leadership characteristics identified in Helgesen's study are all related to this spirit of "connectedness":

> Valuing responsibility and interconnection
>
> Providing an affective focus
>
> Listening (analytic)
>
> Creating a motivational ambiance
>
> Seeing the "big picture" (conceptual leadership)
>
> Bridging the gap between "efficient" and "humane"
>
> Negotiating for the "long term."

The "Advantage" for Female School Leaders

The results of Helgesen's study led this researcher to design a research project that would determine the influence of the "female experience" on the leadership styles of female school administrators. The research technique consisted of structured interviews conducted by the students in the 1991 Women and Careers class, a course in the educational administration program, at Texas Woman's University. The data were analyzed through a content analysis technique.

The questions were asked of fifty Dallas Metroplex women school administrators; school principals represented 74% of the sample and central office administrators 18%. Demographics of the sample indicated that most (60%) were 36 to 50 years old, were married (67%), made salaries between $40,000 and $60,000 (70%), and had 1 to 10 years experience in school administration (66%). These female administrators were 67% Anglo, 25% African-American, and 8% Hispanic. Three-fourths held master's degrees, while 25% had been awarded their doctorates.

The question asked in the structured interview with these female school leaders that most closely paralleled the theme of Helgesen's research was:

> How have your experiences as a woman — girl, wife, mother, sister, daughter — contributed to your leadership style?

The responses to this question established that these women felt that their roles as women had made them be more affective leaders who were: nurturing, giving, adaptive, intuitive, flexible, peace-making, empathic, able to compromise, sensitive, humanistic, responsive to needs of others, better communicators and listeners, and more collaborative. Direct quotes from the interview data allow these women's voices to describe their experiences:

> "Having the role of mother and wife has made me more giving."
>
> "Being a wife teaches a woman to be adaptive."
>
> "Because we have so many roles, women learn how to be flexible."
>
> "As a woman, I have learned to establish priorities. With so many roles to play, I have to decide what or who takes first place at that time."
>
> "I think that flexibility, the art of compromise, and stepping back and letting others shine are things you learn from being a wife and mother."
>
> "A woman is intuitive and can juggle many different things at the same time."

"Women learn to be more nurturing. We're kinder, gentler, and more caring."

"My experiences as a woman have given me a great deal of empathy for everyone."

"I think we have learned to be peacemakers. I personally hate conflict."

"My experiences have put me in a more conscious position of how others would like to be treated — putting yourself in their shoes."

"Being in these roles has made me more sensitive to stereotyping, low expectations, and stumbling blocks for myself and others."

"I am more humanistic!"

"My roles have made me more sensitive to others, responsive to their needs, and motivated to serve.

"Being a woman has allowed tenderness to be a part of my administrative style and made me work harder with a smile."

"I learned early to sacrifice, be patient, and always have my bases covered."

"When women entered leadership roles in school districts, there was a softer edge to leadership. "

"Because of our influence, they've discovered participatory management and getting people involved in decision-making."

"I think women brought communication to the 'board room' because we have to communicate! We opened up some dialogue that was never there before."

"Women have an inner strength that most men do not possess. Because we as women, caring for ill babies and raising children, have had to display strength and patience that few men are ever called upon to display."

One female administrator in her response gave an eloquent description of how her management style had been affected by each of her roles. Her "experiences as a woman" — in all her roles — are presented in her own words.

Experiences as a Woman

All	"I've had to be strong and determined in providing direction and guidance. Each experience (daughter, sister, wife, mother – grandmother) has helped me immensely."
As a Daughter	"As a girl, I feel that I grew up to possess qualities that provided me with a wider understanding of others. Being a daughter helped me accept the fact that there were always those upon whose wisdom you gain knowledge and experiences – learn from their success and failures."
As a Sister	"Being a sister helped teach me to share and cooperate."
As a Mother	"Being a mother provided a latitude of experiences – patience, understanding, flexibility, giving, kindness, empathy, etc."
Wife	"Being a wife enriched my life and assisted me in being accepting of others – aware that everyone has faults as well as positive assets. In total, my experiences as a woman provided me with a love of all at all times – not just when it is convenient!"

Strengths of Female School Leaders

These interviews with female administrators also included a question concerning the advantages that women bring to leadership roles. The responses indicated that most of the women felt that empathy, sensitivity, caring, nurturing, supporting, compassion, patience, and organization and attention to detail were the most important strengths that women bring to the workplace.

Other advantages less frequently mentioned included a willingness to listen, flexibility, thinking more globally, being able to communicate, perceptiveness, tolerance, having intuition, being able to compromise, having a strong work ethic, and being more knowledgeable.

In comparing themselves to their male counterparts, several of these female administrators made some interesting observations about the differences between male and female leaders:

> "We do not need to play 'war games' like the men do!"
>
> "Women administrators are more willing to listen, not 'shoot from the hip' as men do — but beware, when we are forced to shoot, we usually shoot to kill."

"Unlike men, women have a tendency to want people to be happy, not just productive, but this strength can also be a weakness."

Other responses noted specific strengths of women leaders:

"We especially understand the plights of other women and minorities."

"Women have the ability to place themselves in the shoes of those with whom they work each day."

"Women are more global. Our world is not black and white, which equals out to greater style flexibility."

"Women have more tolerance for ambiguity. We are able to operate and make 'messes' less messy and bring order out of it. Men tend to deal in black and white."

"Women have a uniqueness in being firm yet gentle."

Characteristics of Effective Female School Leaders

In response to a question concerning the "single characteristic that you believe a woman must possess to be an effective school leader", the members of the sample indicated that the following characteristics were considered most important to them. The characteristics are listed in order of frequency of response: assertiveness, confidence/high self-esteem, strength, competence, good decision-maker, objectivity, drive/determination, organizational ability

These responses reveal both affective, "people" concerns as well as emphasis on "task", mirroring Hegelsen's results that women leaders are bridging the gap between the "efficient" and the "humane." A review of the characteristics above might also provide additional support to the brain research data that shows that women switch back and forth between the left and right brain hemispheres in their thinking and leading processes, while men's thinking is more lateralized and most often trapped in the rational left hemisphere.

Motivational Strategies and Unique Leadership Characteristics

One important dimension of leadership is the ability to motivate others. In response to a question to women school leaders asking them to describe ways in which they motivate their staffs to excellence, their responses indicated that these administrators provide a nurturing, supportive environment through the use of the following: verbal praise, incentives, rewards, being a role model, high expectations, use of written notes, encouragement of professional growth, communicating/listening, supporting/nurturing, involvement in decision-making, and encouraging teamwork.

Several respondents noted their motivational ability to be their most unique quality as a leader, while others noted their skills with and interest in people,

organizational skills, task orientation, patience, ability to listen, and their concern and love for students.

Summary and Conclusions

The many roles that women play during their lives have provided them with experiences that make their perceptions and practice of leadership quite different from that of their male counterparts. These leadership differences are only now being seen as strengths rather than weaknesses or aberrant behavior in the public and private sectors as "kinder, gentler" leadership models replace the authoritarian modes of the past.

As noted by Miller (1976), the female leader's belief that one strengthens oneself by strengthening others is finding greater acceptance, and the female values of inclusion and connection are emerging as valuable leadership qualities. The importance of this leadership paradigm shift is echoed by Helgesen (1990), who states:

> Feminine principles are entering the public realm because *we can no longer afford* to restrict them to the private domestic sphere, nor allow a public culture obsessed with Warrior values to control human destiny if we are to survive (page 255).

The results of this study of Texas Metroplex female school administrators support, supplement, and complement Helgesen's findings (1990) that the leadership of women provides a work culture whose values include nurturing, mercy, participating in the growth of others, and fostering the human connection.

Conclusions

1. The experiences of women in their roles as girls, mothers, daughters, and sisters have made a significant impact on their leadership behavior.

2. The major strengths that women bring to their leadership roles are empathy, sensitivity, caring, nurturing, supporting, compassion, and patience.

3. Female school leaders view assertiveness, confidence, high self-esteem, strength, and competence as the most important characteristics of effective women in school leadership roles.

4. The motivational styles of female school leaders reflect their strong beliefs in the importance of praise, rewards, modeling, within a school culture that values professional growth, input, and teamwork.

Women school leaders see leadership as a shared process in which all work together toward synergy and view the workteam of the school as a family, treating people with respect, asking , not telling, them what needs to be done. Their leadership styles are more people-oriented and collaborative and reflective of the fact that no tasks are completed without people. Knowing the importance of being

both caring and competent, these female school administrators have broken the stereotype of the hard, cold, and unreasonable woman boss by bringing their real selves along with their unique strengths into the formerly all-male world of school administration.

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Chapter 6

WOMEN'S LEADERSHIP STYLE

Robin McGrew-Zoubi

> *These are the hard times in which a genius would wish to live. Great necessities call forth great leaders.*
>
> Abigail Adams, 1790, in a letter to Thomas Jefferson

The genius of leadership is in the recognition of strengths and limitations of those around you. Schools in America have operated with an autocratic and a bureaucratic leadership style for the past fifty years. This style promoted a hierarchy — "chain of command" — that built and maintained a distance between the strata of administrator, teacher, parent, and student. Information was guarded as a commodity of power and turf. Prior to the entrance of women into educational administration, these posts were filled by men who's leadership training had come mainly from the military. The female pioneers in educational administration were encouraged to "act more like men" in their administrative duties, only to find that this model rarely was compatible with their innate style. As women continued to enter leadership positions in school and business, a new leadership style emerged.

"Women's Leadership Style", named by Patricia Aburdene and John Naisbitt (1992) in Megatrends for Women, is described as "open, trusting, compassionate, understanding, and supportive of continuous learning." Aburdene and Naisbitt caution that this style of leadership is "not about being nice", but about empowerment, productivity, and outcomes. One of the most difficult to overcome attributes of the traditional school structure is the hierarchical ladder. It limits direct access between people, ideas, and information.

Empowerment, or voice, is the attribute of "women's leadership" that allows critical opinion and protest, as well as a challenge to domination and oppression. Teaching is thought of as a women's profession (Laird, 1988) and educators are treated quite differently from people in male-dominated occupations. They are treated as if administrative supervision is necessary to ensure proper behavior. Traditionally, educators have had little or no say in determining the standards for good teaching, were viewed as deficient, and their personal knowledge ignored. Nonteachers determined which teaching behaviors were valued (Gitlin, 1990). Consider the difference in productivity of the described environment and one where educators are encouraged to define their concerns and work with colleagues to find a solution that positively impacts their work environment.

> When individuals feel that they can make a difference and that they can improve the society in which they are living through their participation in an organization, then it is much more likely that they will bring vigor and enthusiasm to their tasks and that the results of their work will be mutually reinforcing.
> (Bennis, 1985, p. 91)

Networking is a vitally important operational strategy that facilitates this style's productivity. Creative solutions to traditional problems increase when strengths and talents are shared rather than hoarded. Networking, whether between classrooms or countries, increases creativity and productivity of the school, thus its central focus in the "women's leadership style".

"Women's leadership style" is not limited to women, nor common to all women. The term was selected because the style became evident through the observation of women in leadership positions. Typically, men and women have seen educational administration very differently. Men see their jobs as a series of transactions — leading to recognition for problems solved or dishonor for problems that escalated. Administrators who operate with the "women's leadership style" work toward the transformation of their colleague's self-interest into the organization's goals. They encourage participation of teachers, parents, and students in the development and implementation of new ideas; share power with the teachers to make decisions that directly affect their area of responsibility; make information available for the asking; and, through increased responsibility and accountability, enhance the teacher's and student's self-worth.

Women have not adapted to the male business world, but succeeded by the expression of their "female" strengths (support, encouragement and teaching, open communications, solicitation of input, and the creation of positive, collegial work environments). They have been much more successful with people who "don't want to be bossed around." Many of the attributes for which "women's leadership" is praised are rooted in women's socialized roles. The traditional female values of caring for others — balanced with sufficient objectivity — is the basis of the management skill of support and encouragement of people to show their best. As the stereotypical gender roles become "grayed", we see men become more comfortable in the role of the nurturer and who exhibit the "women's leadership style".

Administrators operating in this style are more likely to thrive in rapidly changing schools because of their ability to network for support and information. These leaders do not have to fear that they look foolish for not knowing all of the answers because they know that no one does. With hesitation, I describe the value of humility as the basis for openness. Women, in their openness, are free to consider the nuances of people's words, to tolerate ambiguity and diversity while seeking clarification, and to juggle many things at once. Some of their best administrative training came from parenting and household management.

Despite the advantages of the "women's leadership style", it is critical to remember that this style is still in a time of definition and it emerges during a great transitional time in education. To lead the new educational paradigm, leaders must

understand how this style appears to those still locked into the old. Gushing with enthusiasm is not perceived as businesslike. These leaders must recognize attributes of their leadership style and it's facility with the new paradigm, as well as have an understanding of the characteristics of the traditional leadership style that cannot facilitate the kinds of changes necessary in educational programs, teaching, or learning.

All educational administrators must have the broadest experience and most complete education possible. Style is not everything. When principals and superintendents ask for input and don't use it, people become frustrated. Asking for input is a lot more time-consuming than making unilateral decisions. Being open to and accepting of other people's ideas can make a leader vulnerable to criticism by those accustomed to a traditional administrative approach. When you know what you are doing and are well prepared to lead, these challenges are surmountable.

The first generation of women educational leaders struggled to conform to the male standards. The second generation is drawing upon skills and attitudes that they have developed from their shared experiences as women. Most women have not learned their leadership skills from the military — and would have been laughed out of the classroom or office if they had. An alternative leadership style for women leaders did not exist, so they had to create their own way. This style is in tune with the megatrends of the day and is now the dominant leadership model (Aburdene & Naisbitt, 1992). Great leaders are being called forth.

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Chapter 7

Why Women are Ready for Educational Leadership Positions

Linda Avila

> *. . . men are seen as more transactional leaders, exchanging rewards for services rendered and punishment for poor performance, while women are more transformational, influencing others to link their personal goals with the organizational goals for the betterment of all.*

I keep a cartoon on my door which is meant to be humorous and to needle my colleagues in a good-hearted way; but it also obliquely reminds me of what I truly believe about how I and other women of the Baby Boom generation broke into administration in the nation's schools. The cartoon reads: "A woman has to do twice as much as a man to be considered half as good. Fortunately, it isn't difficult."

In A Tale of "O": On Being Different in an Organization, Kanter and Stein (1980) recommend that in order to become an accepted member of the management team, women and minorities should demonstrate high levels of competence and advertise that competence rather than their "differentness". For decades the focus of the women's movement has been on the discrimination suffered by women. Instances of unfair treatment abounded and continue to do so. However, when one is excellently trained and greatly outshines everyone else in similar positions, that excellence is hard for management to ignore, regardless of the person's gender. I have always believed that being the undeniably "best" in my work is the way to promotion.

Reports flow daily highlighting the changing atmospheres in business organizations and some schools toward more inclusive, open environments which respect the workers' knowledge and seek to involve them in the decisionmaking. The appearance of Total Quality Management and site-based decisionmaking concepts in school districts across the country are signs of this transformation of the school as a workplace. As schools change, their new structures should be more open to women administrators who show high competence in at least two areas which will be paramount to school restructuring: educational leadership and teacher/educator empowerment. With strong skills in those two areas, which currently seem to come naturally to women in education because of their socialization, female educators will be poised to fill the numerous vacancies occurring

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as administrators placed in the 1950's and 1960's reach retirement age. It is incumbent upon female educators at this time who desire to be administrators to further develop their skills in those two areas and to make their competence highly visible to others. If everyone knows that a woman is the most qualified for a position, it will be more difficult for her to be denied that position.

Competence in Teaching and Learning

Female educators have been found to have or to be perceived as having more insight into the teaching/learning processes than male administrators in several studies. As schools focus more on the instructional leadership aspects of the administrator's job, women should be more promotable based on their instructional expertise. Grady and Bohling-Philippi (1988) surveyed 477 women administrators to discover their training interests. The majority of the respondents indicated preferences for training in such areas as personnel motivation, conflict management, and evaluation/appraisal of personnel over a whole category of concerns which addressed the personal concerns of women (including topics such as networking, mentoring, balancing personal and professional demands, and professional isolation). These practicing female administrators expressed the need to be the best they could be in their professional positions as the way to advancement; they denigrated the need for training in areas that would be directed toward more personal concerns and the redressing of past inequities.

Andrews and Basom (1990) cited findings that women principals spend 38.4% of their time on instructional leadership activities, as opposed to men who spend only 21.8% of their time on such duties. They also listed that:

-Women tend to teach for longer periods of time before entering administration.

-Women principals spend considerably more time observing teachers than male principals.

-Women principals show more concern for student achievement and have more knowledge of the curriculum.

-Women principals are more student-centered and demonstrate more respect for student differences and social/emotional development.

-Woman principals are more likely to provide support to new teachers.

Along the same lines, Gross and Trask (1976) showed that women administrators have stronger capabilities in instructional areas. The women principals they studied had a greater knowledge of and concern for instructional supervision, were more effective administrators as perceived by their staffs, were more concerned with helping special populations, and placed more emphasis on the instructional skills of teachers during evaluation. Women seemed to have selected education as their career as a first choice, while men were more likely to have entered education as a second choice. Additionally, supervisors and teachers alike preferred the problemsolving and decisionmaking styles of the women administrators.

Whitaker and Lane (1990) reported similar findings in Colorado, as principals of both sexes perceived women to be more capable in school administration. The areas cited as strengths included practicality, flexibility, ability to exercise strong educational leadership, communication, and tact. Perhaps those perceptions can in part be attributed to the research that shows women teach for longer periods of time prior to becoming administrators and women superintendents are more likely to hold doctoral degrees (49% as opposed to 39%). In terms of more teaching experience, the National Association of Elementary School Principals (Pharis and Zachariya, 1979) found that 65% of the male principals were appointed to their first principalship before the age of 35, while only 25% of the women were principals by the age of 35.

As the demands on public schools revolve more and more around student achievement and improving the instruction delivered, women seem ready to meet the challenges of administration. Making sure that superiors recognize their competence in these instructional areas is one way that women can promote their own public images and position themselves for climbing the administrative ladder.

Competence in Empowering and Enabling Others

The organizational literature in general discusses the differing leadership styles of males and females. For example, male managers are characterized in Megatrends for Women by Aburdene and Naisbitt (1992) as controlling information, issuing orders, exhibiting rigidity, imposing discipline, demanding respect, being mechanistic, and protecting the hierarchy. On the other hand, women managers are perceived as making information available, facilitating, remaining flexible, networking, inviting others to speak out, and valuing creativity. To sum up, men are seen as more transactional leaders, exchanging rewards for services rendered and punishment for poor performance, while women are more transformational, influencing others to link their personal goals with the organizational goals for the betterment of all. With human organizations changing toward more flexible and less hierarchical designs, women may naturally exhibit many of the traits needed for leadership in such organizations which depend on webbing and networking. As schools move to implement site-based decisionmaking, Total Quality Management, and other innovative organizational concepts which call for more transformational leadership, female teachers may have a headstart on their male counterparts in the race to become administrators. Aburdene and Naisbitt (1992, p. 94) go so far as to predict that "men used to operating exclusively in the command-and-control mode are doomed to failure in the fast-moving, information-laden, constantly changing environment of modern" organizations.

Rosener (1990) in her studies found that transformational women leaders encourage participation by workers, create inclusive organizations in which all are welcome to contribute, share power and information, build the self-esteem of others, and spread enthusiasm for their work. Of course, men may demonstrate the same skills in working with people. Most of the studies show, however, that women seem to be socialized to operate in this manner, while males are not. Many businesses have turned to training programs emphasizing the building of such

"female" skills in their male managers to make the organization more flexible and sensitive to changing market demands. Schools held increasingly accountable for high levels of student achievement for all students will continue to seek to restructure themselves to be more responsive to their "clients". As this restructuring requires more flexibility in the system and more transformational leadership styles, female educators can be ready to assume those leadership roles by capitalizing on behaviors they already exhibit to a high degree, namely empowering others and enabling them to utilize all of their skills maximally.

Shifting the Focus

The 1990's present potential women school administrators with many opportunities. Mass retirements of school administrators and the promotion of women in general to positions of leadership in our organizations and society will work in their favor. As Aburdene and Naisbitt (1992) suggest, the time has come for women in general to shift the emphasis from what the barriers historically have been to female leadership to a new examination of future trends. Potential female administrators must stop talking about how injustices in the past can be redressed and concentrate on what they can contribute to what is yet to come. Women educators currently possess some skills which will be in great demand as organizations change to become more transformational and as schools focus increasingly on maximizing student achievement. Females wishing to be school administrators must be willing to shift gears to showcase their strengths; they must advertise their capabilities in educational leadership and teacher empowerment. By highlighting their strengths, they can position themselves for recognition and for promotion. The best way to avoid being victimized is to stop behaving like a victim. The time is ripe for the skills that women educators demonstrate. Potential female administrators now have their destinies in their own hands.

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Chapter 8

PAYING OUR RENT

Evelyn Farmer

> *For most women a career is not a methodical rise to power as it is with men, but a zig zag of ups, downs and plateaus.*

It has been said that the service we give to others is the rent we pay for our life space on earth. Major educators tell us that the hallmark of true professionals is their assistance to those who follow in their footsteps. Molly Ivins, a Texas journalist, says that women start out in a culture that defines their role as standing on the sidelines with pom poms to cheer while the men get to play the game (Ivins, 1992). Whether by nature or through cultural conditioning, successful women usually define the role of leadership as one of support and facilitation. They enable others to make their contributions while simultaneously making their own (Shaef, 1985). Women leaders realize that power and self-actualization are not limited or rationed but instead they expand as they are shared (Marshall, 1992). Women use power to empower others. Empowerment is the first attribute of women's leadership. Creating the organizational structure to foster empowerment is the second attribute (Aburdene and Naisbitt, 1992). True professional performance in education requires combining the best of research based knowledge with knowledge about the current situation and the client. Psychological research tells us that reinforcing personal effort is a primary cause of achievement and success. Rather than following a set of fixed predetermined procedures, women leaders allow the use of professional and intentional decision making. This provides support for employees as they add new insights, skills and understandings to their performance (Hunter and Russell, 1990).

By entering school administration women are deviating from societal and organizational norms. Women sometimes have to learn the strategy of a formal system of delivery. Men grow up knowing all about how to network. They are taught to play hardball while women are taught to play softball. When we combine hardball and softball on the same playing field, we find ourselves needing a new set of rules (Marshall, 1992). The man who wrote this analogy ended by saying, "If you can't play, get off the field". A more appropriate response to the problem might be some retraining and practice for both sides.

Many women perceive themselves as less competent than men. Often they do not lack success because of incompetencies but rather because they know or care little about politics. In preparation for their life role they are not taught political

skills in the same manner as men are taught (Marshall, 1992). It may be difficult for women to accept that they do not decide whether to play the game of politics but rather how they can play with integrity and without hurting others. Career paths, models of leadership, formal and informal training, job requirements and selection systems are based on assumptions that men will fill the high positions (Marshall, 1992). Aburdene and Naisbitt in Megatrends for Women tell us that women should not imitate male strategies. Counseling women to act like men in their job roles is not in the best interest of either women or our schools since women have traits necessary to foster educational improvement. These include support with emphasis on achievement (Marshall, 1992). Sometimes women make themselves more tentative and less threatening in the job setting by downplaying their power, intellect and skill (Pinkola, 1992). No matter what pressures attempt to compress a woman's life, they cannot change the fact that a woman is who she is (Pinkola, 1992). Gloria Steinem reports that wherever she goes she sees women who are smart, courageous and valuable who think they are not. Women who enter administrative careers in education must devise special strategies, finding mentors, moving though special career paths and overcoming internal and external barriers. Often when women are in school administrative roles they are in positions where they are shot at from all directions as they keep arrows from reaching the superintendent or the school board (Marshall, 1992). The literature agrees that in the same supervisory roles, women do not get positive feedback as often as men do. Women must view themselves as capable and worthy. Many women have a fear of success (Marshall, 1992). Women who are already successful in leadership roles often can look around and identify fellow educators who gave unselfishly of themselves in order for the women to succeed. If we were to ask them how they might be repaid, a typical response would be, "Do the same for someone else who is following you". As professionals we teach others what we have learned. It is a noble calling (Aburdene and Naisbitt, 1992). What then can we do as professional women in leadership roles to share our support and knowledge with women co-workers?

First, we can actively, intentionally and consistently support other female workers. We will have daily opportunities to say positive things about other women in our job world. There is no way to measure the good we may accomplish if we seek these opportunities. Token status and sexist attitudes toward women often combine to create a world in which women are vulnerable to attack. Women must take into account not only people with whom they work, but also how these people view women. In the words of Molly Ivins, the cult of southern womanhood requires a female to be frigid, passionate, sweet, bitchy, animated and scatter-brained all at the same time. She says that a horrifying number of them succeed which accounts for the popular southern female practice of nervous breakdowns (Ivins, 1992). We must intentionally work to disprove the common saying that women are their own worst enemies. Women's actions in the work world reflect on all other women (Marshall, 1992).

We can provide opportunities for women workers to develop and showcase their talent and expertise. If we make an effort to find out about the strengths of

women staff members we can plan projects or assignments with their special talents in mind. Allowing employees to share their skills increases professional growth and promotes positive beliefs about women employees and their abilities. Working together using unique skills of all team members creates ownership in the job process and empowers all who have a stake in the outcome. It also causes the outcome to be stronger and more effective.

As women in leadership roles, we have the perfect opportunity to make the workplace more humane by recognizing that females have a family and societal role. Failing to do so promotes an inequity of sex structure in our society (Marshall, 1992). The great challenge for millions of women is maintaining success while restructuring their lifestyle for balance (Aburdene and Naisbitt, 1992). School administration demands long hours, total immersion and high personal visibility. Men do this with the support of a wife (Marshall, 1992). Most successful women leaders measure themselves against fifty-ish corporate men who enjoy the support of at home wives. Women leaders bear intense family responsibility while meeting job responsibilities. For most women a career is not a methodical rise to power as it is with men, but a zig zag of ups, downs and plateaus. Years of caring for children contrast with years of "make it or break it" all out dedication to work challenges plus time for family, friends and sometimes self (Aburdene and Naisbitt, 1992). In our country, women with young children still have inadequate social support. USA Today describes working women who are far from family and friends who scramble to find first quality child care where most facilities close by 6:00 p. m., won't admit sick children and are inconveniently located. Our schools are full of children who have severe behavioral and emotional problems because of inadequate family identity and stability. We of all people know to provide opportunities for excellent child care, parent teacher conferences or a chance to see that special starring role in a school play. Can this be abused? Yes, sometimes; however, the effects of abused privileges are less serious than the effects of an abused or non-functioning child. Women should not have to choose between staying home with a hungry child and working while wondering if the child is in a safe and caring environment.

We can make it easier for women to receive the support needed to maintain family balance by not asking for unnecessary privileges or exceptions. Professional women who choose to work are working in return for a salary and for assuming important responsibilities. This is a trade-out which comes with a job. Women who work to put food on the table and who take their job responsibilities seriously are penalized because there are women whose job is "something on the side" who abuse privileges and work time. Accepting a job is making a commitment to be the best that we can be in that role. We can maintain our essential connection with the role of women without compromising our standards. If we treat our jobs as sideline activities we will be treated and paid in this manner. When Abraham Maslow wrote Motivation and Personality, he said, "It is possible for a woman to have all the specifically female fulfillments and*then* without giving up any of those satisfactions already achieved, go and begin femaleness to the full humanness and individual fulfillment that she shares with males (Marshall, 1992)."

If all women in job roles will find opportunities to support other women by respecting time and commitment on the job, women will not have to trade having a family for having a career unless they choose to do so.

We can recognize and appreciate men who are supportive of women in career roles. In studies done by Brown, Irby and Merchant at Sam Houston State University, women reported that often men served as valuable mentors to women in their job roles, especially at the leadership level (Brown, Irby, Merchant, 1991). In a patriarchal culture where history tells us that weak women are valued, we are fortunate to have capable and supportive male mentors in most organizations. Crossing paths with that man in the organization who chooses not to dignify women and who abuses them verbally in day to day interactions is a career milestone for veteran female leaders. These men instinctively know that it is sometimes difficult in our society and culture for a woman to appreciate her own worth. Psychologists write that the early training women receive to "be nice and make everything pretty" often causes women to step back in the face of a predator. The reward for being nice in an oppressive circumstance is often to be mistreated more. Without support and knowledge, a woman often will be unable to negotiate safely within the work environment (Pinkola, 1992). It is important for women to develop the skills to deal with this unfortunate issue and for women to support each other in meeting this challenge while validating the behavior of those men who are comfortable enough in their leadership roles to share their support and assistance.

We can study the traits of successful women. The women who have made a difference in education and human service fields appreciate their own worth and have the character to be accountable for their actions. We can use the characteristics of successful women as benchmarks as we set goals to help other women professionals and improve our own professional skills. Successful women see themselves as job equals as they work beside competent men. They have a sense of humor and do not as a rule focus on their gender as they perform job duties. They trust their own perception and judgment while creating support and mentoring from their peers, colleagues and supervisors. They are flexible and positive even though they know that problems are a part of a leader's work day. They control their emotions and handle their stress in a constructive manner. They use reminders such as one successful woman leader whose mother told her to "buy herself a voice" in tough situations. By using this thought reminder she always appears to be in control even in the most challenging settings. Successful women are not afraid to support other women.

We can be intentional in our efforts toward sex related issues in order to prevent problems before they start. Women are reluctant to openly recognize this sensitive issue as it relates to the work environment. A highly respected woman executive in our state once said, "Some people will do anything for sex, power or money." It is unfortunate that people who wish to hurt successful and competent women professionals will often resort to damaging accusations and gossip related to sexual conduct. Women must be especially conscientious in their appearance and behavior so that they do not invite compromising situations and so that

malicious persons do not take advantage of the public's willingness to accept such accusations without question. La Rouche in Strategies for Women at Work says that consciously or unconsciously women may want both to be seen sexy and to be respected as a professional. They send conflicting messages. The clearer women are about what they want and the more consistent they are in communicating it, the better their chance of avoiding problems (La Rouche, 1984). The research in this area tells us that women who excel in their jobs and who cannot be attacked in the area of job competence and expertise often are victims of this last resort tactic. It is unfortunate that women sometimes do this to other women. Empowering others is not always about being "nice". Caring and supporting must be done with objectivity and with job responsibility in mind. In difficult cases someone may have to be counseled, disciplined or even fired. Women who have to accept these responsibilities for the good of the organization sometimes become targets of revenge through character assassination. Women can play a valuable and sometimes courageous role by refusing to honor and share unfounded stories which are damaging to female co-workers. Professional women will always go further on competence than on sex and by doing so will have less risk and less necessity for compromises (La Rouche, 1992). Molly Ivins comments about the fact that it is unusual for women such as the governor of Texas to be both pretty and smart. Women who have been taught from birth to use their physical assets to get what they want may give other women permission to be pretty *or* smart but not always both. In competitive situations where salaries are high and women are competing for prestige and dollars, women may find themselves exchanging their shiny pennies for dull ones to make life easier. The pennies buy the same if the competency is there.

Finally we should be the best that we can be in all that we do. Pearl Buck tells us to decide what we want to be and be it. She believed that women should firmly establish their identity in their own minds (Buck, 1991). As wise women we should keep our psyche uncluttered and keep a clear head. We must not be afraid to present ourselves honestly. We must speak what we believe to be the truth in a clear voice (Pinkola, 1982). Women in education have a great opportunity to make a positive difference in the lives of other women, co-workers and children. Gail Sheehy tells us that women are all pilgrims together, finding their own way, but the markers they lay along the trail will beckon future leaders. Let us mark the way well.

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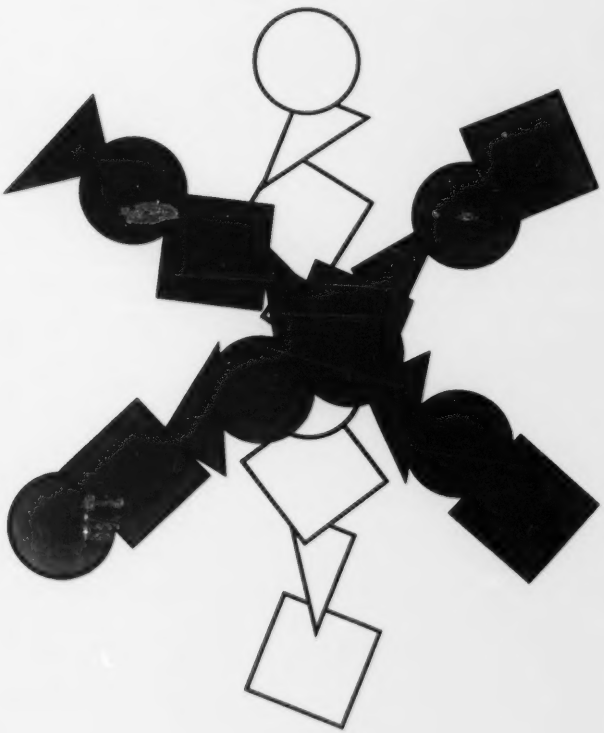
WOMEN AS SCHOOL EXECUTIVES:

Transforming the Paradigm



Chapter 9

She Wants To Be a Principal

Trudy A. Campbell

While the female administrators publicly describe the nature of their work in terms very similar to the males, they differed by consistently calling attention to strong female role models as influential to their success.

Several factors have contributed to the underrepresentation of women in leadership positions in the schools. These factors include but are not limited to sex-role stereotyping, mobility constraints, family and child-rearing practices, lack of role models, and an insufficient pool of qualified applicants. (Leonard, & Papa-Lewis, 1987; Whitaker, & Lane, 1990; Yeakey, Johnston, & Adkison, 1986) In an era of school reform, where equity and quality are key issues, the creation of an environment where all members can function successfully requires the contributions of a diverse leadership. The following discussion reports the findings of a qualitative study designed to describe and analyze the mental frameworks (Goffman, 1974) of ten (five female, five male) elementary school principals to determine whether their perceptions of educational administration differ on the basis of gender group membership.

Findings

The first question addressed by this study was: What are the typical duties you perform as an elementary principal? Can you describe a typical day? Most principals agreed that while there were a range of routine duties performed each day, there was no typical day. A good description was provided by M5:

> "In the principalship, its [like] a B-29 Bomber in the South Pacific said. The job alternates between the routine and boredom of a long flight and stark terror."

F3 expressed the same view:

> "You know, it is not the elephants that get you, it is the ants!"

Most of the principals also noted they began the day with a "list" of things to do but because of interruptions were never able to complete the list.

F2 stated:

> "I'd make two pages of things I needed to do. Then, be totally frustrated because the interruptions . . . I didn't get anything done."

Perceptions of typical responsibilities emerged into four broad groups: routine duties, instructional duties, paperwork, and "other" duties. Routine duties included morning greetings, walking through the building and playground, visiting with people, checking on the cafeteria, dealing with discipline, answering phones, making announcements, and keeping appointments.

Instructional duties included any activity related to the instructional program. Most frequently cited was teacher appraisal, followed by team or grade level meetings, and in-service or training for the teachers.

The "paper blizzard" included local, state, and federal reports. Specific tasks such as the daily attendance, free lunch forms, honor roll, text audits, requisitions, and work orders were mentioned to illustrate the perception that this responsibility was "never ending." There was also a number of principals who indicated this work usually was done at home where interruptions could be avoided. Paperwork came last, people came first.

The second research question asked: What are the problems you face on this job? The most forceful and numerous response involved student learning. This response was followed by student discipline problems, breakdown of the family, and working with teachers to agree on a common goal. Three principals would not discuss problems but asked to refer to them as concerns or challenges.

The third question asked: What are your perceptions of the quality of training you received for this position (both formal and informal?) Informal training (e.g., church and family events) was cited by only one individual. Formal training was discussed in terms of work experience and university preparation. Work experience was consistently cited as the most helpful, especially experiences gained as an assistant principal. Workshops or in-service directed at a specific topic or concern was second in frequency. University training was given only token consideration as being helpful. The majority felt coursework emphasized "pie in the sky theory." There was also consensus that you can not fully prepare anyone to enter this position.

The fourth question asked: Was there a person or event which influenced you to enter administration? Many used the identical phrase as their reason for entering, "to make it happen." They felt they needed another direction in their career and wanted to be "where the action is." In addition, many noted the support they received from teachers, family, and other administrators. Finally, there appeared to be a career path from quasi-administrative jobs, to assistant principal, to replacement of the current principal within the same district. None were new to the district as administrators.

Question five asked: What are the things that keep you in administration? Initially, most discussed emotions. "I'm happy to come to work each day . . ." or "I'm grateful to be here." The most compelling reason to stay was to "make a difference." Watching students achieve and accomplish goals was clearly important. Working with people (teachers and students) was consistently voiced. In addition, most felt they could "connect the big picture" and have more impact as an administrator than they did in the classroom. Finally, no one was considering "moving up" in administration.

The final question analyzed (but not asked during the interviews) was: To what extent does gender account for the variation in the findings of questions one to five? For questions concerning responsibilities, problems, training, and remaining on the job very few differences appeared. Responses under each category of each question were remarkably similar.

Question four (reasons for entering administration) did indicate considerable differences between genders. The female principals consistently mentioned a female role model (or complained of the negative role model):

> F1: "N. (female principal) did [played an important role in entering administration.] I had never considered it. Until she started putting all those thoughts in my head."
>
> F2: "When I went to the interview for this job, you know, Dr. L. (male superintendent) said why would you ever think I'd put a woman there, and it's a big school, you need to start at a small one."
>
> F3: "I grew up in a small town. If you graduated and went to college, you could be one of three things. You could be a teacher, or a nurse, and if you're tall enough you could be an airline stewardess or work at the bank. There was a female administrator, a principal of an elementary school, but . . . she was the typical lady with the bun on her hair who never had any fun. It never would have occurred to me to be . . . grow up and be a principal."
>
> "There's only been three principals in this building. Both of the preceding principals have been male. Now, you know, females, do not always have good press. I was watching the Leona Helmsly story . . . you think of female administrator, and it conjures up, you know . . . that is what happens when a woman goes into power."
>
> F4: "Let me tell you about the person that caused me to go into teaching. She was my kindergarten teacher. The time that I went to kindergarten they didn't have public kindergarten so it was private. My mother paid. My mother was . . . she did many things to see that I had study time [when she went back to graduate school]."

In addition to similar views on the role model issue and inherent discrimination, most of the female informants indicated they were "honored" to be appointed to a building. It was not a career choice that they considered early and for which they could specifically target their efforts.

The male principals in the study did not consistently single out a key person who influenced their entry to administration. Although, one male did note that a female administrator singled him out and asked about his career plans. He saw how "she influenced kids . . . and was fair." The male principals did discuss support from others (family, administrators) but did not elaborate on one person as being significant. Most notable was the notion of salary as a reason for going

into administration. (Four males and no females referred to the need for more money as an incentive to enter administration.) While money was a reason for entering, it was not considered the most important.

Significance/Implications

The research presented here further develops the knowledge base of the role of the principalship from the practitioner's perspective. Some key understandings emerged from these data which need to be stressed to novice practitioners: (1) the role of the principal has changed significantly and now emphasizes more the concern for student achievement; (2) the concept of teaming and working with people to accomplish goals is breaking down some of the traditional beliefs about roles in the educational hierarchy; (3) the training perceived as most helpful to principals was experiences gained as an assistant principal; and, (4) the rewards in the principalship are found in "making a difference" by "connecting the big picture."

This research explored the potential differences in perceptions due to gender group membership. With regard to the nature of the work, very little differences were found between genders. This may be accounted for by the specialized socialization process women experience as they enter school administration. (Marshall, 1979):

> "The inherent contradiction is that as long as women remain in the minority in management circles, the male stereotype of management will endure, and the women who are in management positions will feel pressured to behave like men. And when female managers adopt male behaviors, the male stereotype of the ideal manager is reinforced, and the dominance of the male stereotype is sustained." (Powell, 1980 as cited in Education Development Center Inc., 1990)

Socialization into male patterns of leadership comes a cost to the public schools as well as the individual . The schools of the future will require new and different approaches which may be more consistent with strengths associated with females. A review of the literature on women in school administration (Adkison, 1981; Fishel & Potter, 1975) found consistent patterns among women. Women tend to have a more democratic style, engage in more cooperative planning, observe teachers more, and produce more positive interactions with community and staff.

While the female administrators publicly describe the nature of their work in terms very similar to the males, they differed by consistently calling attention to strong female role models as influential to their success. Privately, however, when the "official" interview concluded and the tape recorder was stopped, these women wanted to discuss the issue of gender. One individual even read a quote she keeps tucked away in her desk about the effectiveness of female administrators.

Finally, there is an indication that attitudes may be changing. One of the female principals (F5) interviewed for this study stated:

"[My daughter] doesn't mind telling people that she wants to be a principal. Back when I came along, it was an honor to be asked to be a principal. Do you see the difference?"

One wants to rejoice that young women can now envision this role as attainable and acceptable and not a reward for "being good". One also must hope that her training is not limited to traditional male models and that she continues to cultivate the very qualities prized by schools of the future. She already has a good start. Her mother is a principal.

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Chapter 10

THE ROAD TO EMPOWERMENT IN HIGHER EDUCATION: HOW WOMEN HAVE BROKEN THROUGH THE GLASS CEILING

Carolyn Tyree

Change must occur within the institutional structures to "encourage, support, and maintain" women's new roles or the new roles that are emerging for men.

To understand how women have gained recognition and status in professional and leadership positions, one must look at "Progressive America," the history of the first "wave of feminism" (Hildenbrand, 1985), and the history of the early female-and male dominated professions. This historical account represented a period around the 1890s in which women were either ignored or blamed. Traditionally, however, women were characteristically seen as nurturers and caretakers for all ages and did not learn to read or write when men did. Even those gifted and creative women who espoused knowledgeable views had no channels for getting their ideas into print (Stevenson, 1981).

According to Hildenbrand (1985), Progressive America was representative of a definitive gender system, which had pervasive implications for women and their professionalism. Industrial capitalism, urbanization, immigration, and the illusive and decreasing western frontiers made social classes more discernible and definitive. As a result, the dream of hope for better career opportunities in American life diminished. The response to the above cultural and social changes included the preservation of opportunities for lower-class individuals, which included women from colleges and universities, and offered them mobility in the work force. These "mobile women experts" (Hildenbrand, 1985) were supported by the first feminist movement.

Passett (1991) stressed, however, that women entering the workforce in 1900 with college and professional education, were faced with barriers and obstacles, even in female dominated and safe occupations and professions. According to Rossiter (1991) this early group of professional women took advantage of this growing recognition of sex stereotypes, to achieve quick and sure gains in numbers in female dominated occupations. Men, however, were still seen as occupying the dominating and controlling positions. barring access to these professions.

Since World War II, this "Progressive Model" has been in disarray, and occupations such as education, health and welfare which earlier were viable options to women, were no longer predictable and safe as a route to high earnings and status as before (Hildenbrand, 1985).

In the late nineteenth century a recognizable gender dichotomy emerged where men and women were assigned predictable personality traits which categorized them into female or male roles and tasks. Hildenbrand (1985) identified a kind of "masculinity crisis" as a response to the "changing" characteristics of male jobs and the fear of the coming of the "New Woman." Traditional relationships between men and women were no longer assumed.

Cultural and reform activities included women who were leaving the home. Men faced losing favoritism in the areas of pay and faced the possibility of working for female managers and supervisors. Women were pursuing advanced training and thus an impetus into cultural fields was swiftened. Men were seen as still having the power and to assure themselves of moving up the hierarchal ladder, they entered female dominated professions. Male recruitment was energetically implemented to reverse the trend of women pursuing education and moving in large numbers in both female-concentrated professions and at all levels.

Both men and women possess the characteristic of ambition, and as the first wave of feminism which affected the ambition and career choices of women in Progressive America, this segregation was seen as beneficial to men. According to Miranda and Yerkes (1987) women have no established forum for the expression of responses to ideas, understandings of leadership or views of success, and worry about employment conditions. Information about these concerns would 1) would establish a basis for discussion of conditions and needs of employment problems; 2) clarify their perspectives of effective leadership; and 3) help focus on ways to solve gender-related issues.

Senator Nancy Kassebaum, in a speech to the American Council on Education, informed her audience that in the earlier years of the feminist movement, women had to defend their very presence in our institutions of higher education. In 1885, according to Senator Kassebaum, Dr. E. H. Clark, a distinguished Boston physician, published a book warning parents that higher education was bad for their daughters' health. Senator Kassebaum quickly informed her listeners that "luckily the American Association of University Women had been founded four years earlier and could refute the good doctor's comments."

Shavlik, Touchton, and Pearson (1990) in a report of the ACE Commission on Women in Higher Education entitled "The New Agenda of Women for Higher Education," stated that even though women have made monumental strides in our society over the past two decades and the numbers of women in the work force have vastly increased, women still do not share an equal role in defining the future of our country nor do they serve in significant top hierarchal positions or lead more than 10 percent of our colleges and universities. Although both men and women are continually identifying ways to encourage women and provide women with viable opportunities in the workplace, "the context in which change occurs has not been considered. "Change must occur within the institutional structures to "en-

courage, support, and maintain" women's new roles or the new roles that are emerging for men."

Myers (1987) surveyed a group of women leaders in authority to determine their opinions on leadership and their own formulas for success. Two major areas addressed were attitude and personal factors. What Myers learned from the research was: 1) that there is a lack of extensive opportunities; 2) that there are some real problems in our society in achieving opportunities for management positions; 3) that there is a lot of hurt among the women leaders in their careers; and 4) that as a society we have a long way to go.

Myers (1987) in his speech, "Leadership in Women: Are They Compatible?" stressed that leadership has no gender and that "leadership in higher education really boils down to working together." According to Myers loyalty is the number one trait and competence is second. The research also indicated that various attitudinal traits are important to women and if personal attitudes become positive our society must reflect opportunity and openness.

The New Agenda of Women for Higher Education calls for institutions to start articulating the responsibility of higher education to women and its prime role in educating women for leadership. According to Shavlik et al (1990) simple changes in our institutions to accommodate women is not adequate. The entire campus community must rethink the way the campus responds to women's needs and how it functions in relationship to the education of women for leadership positions. Until we learn to value the contributions of each and every individual, male or female, we will not be successful in our quest for a better future.

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Chapter 11

TRANSFORMING THE SYSTEM: WOMEN IN EDUCATIONAL LEADERSHIP

Genevieve Brown
Beverly Irby
Cynthia D. Smith

Many resources could be used in the transformation to an "inclusively oriented" system; we propose female leadership skills among those resources.

If the challenges of the twenty-first century are to be successfully met, all systems, including education, must transform their orientation from exclusion to inclusion. An "exclusively oriented" system limits itself to special interest groups such as gender, ethnicity, socioeconomic class, language, intelligence type/style, religion, and/or political affiliation. An "inclusively oriented" system is one in which the knowledge and conditions conducive to quality and success are available to all individuals within the system. Many resources could be used in the transformation to an "inclusively oriented" system; we propose female leadership skills among those resources.

Certain female leadership skills are especially effective in bringing about systemic change. Women bring to the transformation of a system their ability to relate decisions to the larger effect upon a situation (Hegelsen, 1990), as well as scheduled sharing of information. Another important characteristic of the female leadership style is a desirable balance of product orientation and human concerns (Hegelson, 1990). Because women continue to face obstacles in securing leadership roles in the current "exclusively oriented" systems, widespread use of these female leadership skills is inhibited. Exclusive political power structures, lack of resources to obtain credentials and additional education, sexual prejudice, and family responsibilities all impede female leadership potential within conventional, hierarchical systems. Additional deterrents include: negative colleague interpretations of intelligence and assertiveness (Blackmore, 1989), higher qualification levels than those expected of male counterparts (Baccus, 1989), and the ". . . sometimes tragic . . . toll on one's personal life . . . exacted by success" (Holmes, 1989). Inadequate role models, networking, and mentor relationships also constitute important obstacles (Hegelsen, 1990; Holmes, 1989; Sandler, 1993).

A Model for Transforming the System

In order to assist in the transformation of systems, to address specific barriers, and to offer exemplary models in educational leadership, the Texas Council of Women School Executives sponsored a pilot course entitled "Women in Educational Leadership". Thematic presentations combined the expertise of university and public school personnel so that formal and informal networks could be established. Subject matter addressed the issues of communication skills, projection of professionalism, definitions and controversies of leadership, forcefield analysis of obstacles and maintenance of psychological and physical health in participatory formats. Participants designed professional portfolios, formulated and updated resumes, strategically planned for improvement of professional images, and practiced interviewing scenarios encompassing "difficult" questions.

Reflections on the Model

Through a pre-course needs assessment, women in the course corroborated the problems cited above in the needed transformation. Additionally they noted as inhibitors age (youth and maturity), lack of geographic mobility, ethnicity and incomplete knowledge of job expectations, district politics, inadequate "connections", having to be "Wonder Woman" in both workplace and home, and coping with established "good ole boy" mentalities and rules.

In the post-course evaluation, participants felt that the course addressed the issues surrounding the problems and aided in their own personal transformations. They found the role models, the mentoring, and the networking system developed during the course particularly beneficial. Written remarks included:

> ". . . the networking and mentoring system that I now have were started through this course. It will be invaluable in my career."
>
> ". . . this course reinforces support groups, women helping women, because that's who takes care of women . . ."
>
> "Our presenters were all wonderful role models. They willingly shared valuable experiences and insights and were inspirational and encouraging."
>
> "It is so good to see women succeed in meeting their career goals and advancing in the field of education. It makes me feel as if my personal goals are attainable."
>
> "In today's mobile society, one never knows where life takes a person . . . the suggestions and tips from this course are very helpful to me as I continue to develop my career in administration. The timeliness of these presentations is perfect . . ."

Such responses not only validate the effectiveness of the model, but they also indicate a significant change in personal confidence and an increased perception

of the likelihood of personal goal attainment. The following feedback from three participants is indicative of responses of the entire group and confirms the appropriateness of the course and the applicability of the model in other settings.

Participant I.

"The course helped me to develop a better networking system."

The chance to network with and learn from other women administrators was both this participant's original registration motivation and her most beneficial result. Several fellow district administrators form her present network; they were unknown to her prior to the classes. Additionally, the course, for her, meaningfully explored the dilemmas of balancing a career and personal concerns. She received excellent ideas for conflict resolution. "If the informal setting and format is preserved, " she states, "I believe even non-educational organizations would benefit from this type course."

Participant 2.

"The class taught me how to balance my personal and professional life. I also learned personal marketing strategies."

The practical advice, motivating presenters, and career-related assignments were most significant to this participant. For this participant, the course helped in realistically planning for a position as principal in the future. Because family time is a major priority now, she plans to continue learning from professional journals, seminars, district personnel, and her newly developed network. She added "I wish we had been able to hear from the husbands of administrators." Such a comment merely hints at the kind of awareness and support system that could ease the way for women with both family priorities and career aspirations.

Other kinds of professional groups, according to her, could implement similar training prototypes so that ". . . good role models . . . confidence and success tips . . ." for a chosen field could be provided. This educational vehicle ". . . teaches about good leadership for all people . . ."

Participant 3.

"The role models the course provided were invaluable. We all bonded to motivate, network, and advance women . . ."

This participant claims her involvement in the course has had "fantastic" consequences on her professional and personal life. She now views her gender as ". . . a challenge, not an obstacle," and she emphasizes the importance of collaboration, networking, and mentoring.

Direct involvement with the interviewing, career planning, resume and self-marketing sessions resulted in practical benefits. She envisions how the course could be effective in other settings:

> I think replication of this leadership course is very important, not only in educational settings but in business and industry as well. The course addressed concerns and issues that are important to all women not just women in education.

Conclusion

Because female leadership skills can contribute greatly to the transformation of systems from exclusion to inclusion, it is important that women have access to leadership positions that afford opportunities for utilization and role modeling of these skills. As we attempt to alter existing "exclusively oriented" systems, experiences such as those in the Women in Educational Leadership course offer great promise for the needed transformation.

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Chapter 12

VOICES OF EXPERIENCE: BEST ADVICE TO PROSPECTIVE AND PRACTICING WOMEN ADMINISTRATORS FROM EDUCATION'S TOP FEMALE EXECUTIVES

Gloria A. Slick
Sandra Lee Gupton

> *. . . today's women executives, similar to those a decade ago, felt that women are still having to prove their worth (as a gender) in roles which continue to be sanctioned by the culture of the organization and by society as more appropriately filled by males.*

Fewer than 15% of our nation's top ranking school administrators are female, yet education is known as a "woman's profession." The top three administrative posts in public school education (superintendent, assistant superintendent, and high school principal) are overwhelmingly filled by males. Although affirmative action laws have been in force since the early 70's, minimal-at-best progress has been documented to prove equitable treatment of males and females in the educational work place. Ortiz and Marshall in the Handbook of Research on Educational Administration (1988) report little change in the predominant cultural and social patterns within educational organizations which have historically had men making the decisions and women teaching.

If the 90's is to be the decade of the woman as Naisbitt and Aburdene predict, attention must be focused on the exclusion of women to power positions in all organizations across our country. While self-help techniques alone will not make up for society's inequitable treatment of women in the work force, the advice from those exceptional women who are currently in top-ranking positions should be a viable source of insight to anyone interested in improving the situation for men and women and especially helpful to other females who may aspire to administrative careers.

In the present study, over 300 randomly selected women superintendents, assistant superintendents, and high school principals were surveyed in the fall of 1992 to learn about their experiences, their perceptions regarding women in educational administration, and their best advice to aspiring women administrators. Advice received from over 150 of these women was reflective, frequently

specific, and oftentimes similar. Following is the most frequent advice given by these outstanding, currently practicing female, educational executives.

Be Prepared!

This advice was the most often repeated in the responses. "Preparation" included having the necessary degrees and credentials from the best schools as well as keeping current and up-to-date by being well-read. An interesting dimension of the preparedness advice, however, extended well beyond the traditional forms of qualifications to encompass more subtle, psychological aspects of readiness and political awareness:

> Find out who is in power and is most influential in making promotions, then make sure that person knows you and your accomplishments.
>
> Know the power bases in the organization and in the community.
>
> Get the right people to know you and for the right reasons.
>
> Put yourself in a system that will give women the opportunity to advance.

Advice such as the following focused on preparation that increased the individual's visibility:

> I simply had to be much better prepared than male competitors.
>
> Get involved in professional organizations.
>
> Assume leadership roles in key district projects.
>
> Be visible at the district level.
>
> Become involved in the community.

Repeatedly, these women executives recommended taking the initiative and volunteering for jobs that would develop aspirants' skills and leadership abilities.

Still another cluster of preparedness advice centered on the importance of understanding theconsequences of pursuing an administrative career:

> Consider the impact on personal goals.
>
> Women can do anything they want to do providing they are willing to pay the costs.
>
> Be aware of the challenges and time demands.

Be prepared to take on extra responsibilities and longer hours.

Know what's at stake, the high costs and the consequences.

Throughout the survey, the majority of respondents indicated a major barrier to their career climb was balancing family and career. "Being prepared" for these women included developing strong personal support systems and realizing early-on the complexity of the problems an executive career presents for most women-professionally and personally. These respondents reinforced former research that indicates women must have better credentials, be more tough-minded and persistent, and perform better on the job, than their male counterparts in order to be as successful.

Work Hard

Not surprisingly, "Work hard and be qualified" were often repeated side by side in the responses as base-line expectations to administrative aspirants. Unfortunately, today's women executives, similar to those a decade ago, felt that women are still having to prove their worth (as a gender) in roles which continue to be sanctioned by the culture of the organization and by society as more appropriately filled by males. In spite of a track record of outstanding performance from many pioneer women in educational administration, the best advice from our current women leaders in education included the following remarks:

Excel in your work.

I made sure that I knew more and produced more!

Do whatever you do well; don't be afraid to do more and to take on more responsibility.

Women can lead just as well as men, but they must work much harder to get to the same level.

Do the best job possible and respect will come.

Be the best you can be.

Prove your worth! Men don't always need to do this; just being a male is sufficient!!

While not only working hard, but excelling on the job was clearly perceived as a "must" to advance in this profession, not one of these successful women administrators indicated that hard work alone was sufficient to achieve top-level positions in education for women. The "hard work" advice was always coupled with other, more strategic suggestions.

Persevere

In various forms, many of these women administrators emphasized the important role of perseverance in pursuing administrative career goals. It was obvious from the comments made that these women were no shrinking violets. They were not easily discouraged and met obstacles with determination and optimism. Advice similar to the following quotes was frequently given:

> Be persistent!
>
> Do not give up! Keep pushing for the position you'd like to have.
>
> Be strong and independent.
>
> Be firm, strong, and fair.

Several of the respondents mentioned the likelihood of having to relocate in order to achieve administrative career goals. One wrote, "Be willing to relocate, at least initially." And another offered, "Being place-bound limited many women who came to me for advice." Still another, a high school principal, wrote, "I changed jobs often to move up."

Being persistent for many of these female executives clearly meant not being immobilized by geographic boundaries or by failures. Remarks such as the following demonstrate the attitude of the majority of respondents:

> Realize that failure is a necessary step to moving forward.
>
> Go that second, third, and . . . mile.
>
> Keep trying. Don't accept the first two "No's."

These women accepted adversity as a necessary part of striving for and attaining their career goals; however, strategic and selective persistence was frequently implied. In other words, don't bloody your brow trying to break through a brick wall when you can get to the other side in a less painful, more effective way. Choose your battles carefully.

Practice Good People Skills

Obviously, any administrator's success is dependent to a great degree on how well he/she gets along and works with people. Many suggestions regarding interpersonal skills were sound advice for anyone pursuing an administrative career:

> Listen and show genuine interest in the concerns of others.
>
> Be patient; be fair.

Be ready to work with others and adapt to different personalities.

Learn how to communicate with others — staff members, administrators, parents, and community.

Develop excellent interpersonal skills and have enthusiasm.

Encourage others, male and female.

Catherine Marshall, using interview data collected from female executives in education in the late 70's, explored how administrative women must often adapt their behaviors to make people feel comfortable with their level of power in male-dominated, stereotyped roles (Marshall, 1985). Similarly, today's female administrators warned female aspirants about coming on too strong and thereby alienating people, especially males:

People will be intimidated by you. You must put them at ease.

Remember, society must learn to accept you.

There are a great many people who will not accept the leadership of a woman.

Most of the respondents, however, suggested less modification of one's natural style with advice such as the following:

Women need to become more comfortable in the role [as administrator] and realize they can be themselves and be leaders rather than adopt a set of male-stereotyped behavior.

Keep your sense of self.

Don't try to be "an old boy."

Marshall also deduced from her 1970's study that women learn to use humor as a way of making men feel comfortable with their executive power. The 90's female executives also gave ample regard to keeping a good sense of humor and not taking oneself too seriously to succeed best with people of both genders:

Remember to laugh.

Don't whine.

Don't sweat the small stuff.

Be serious, be professional, but keep your sense of humor.

Be Professional

Being professional to these executives pertained to all areas — looks, behaviors, and attitudes. With regard to looks, one respondent summed it up with, "Look the part!" Another wrote, "Present yourself well. You'll be on public display." Professional advice included many comments similar to these with regard to attitude:

> No cutsie stuff! Be professional.
>
> Keep a professional, dedicated, positive attitude

Another category of professional advice centered on setting career goals and planning:

> Develop career plans for upward progression.
>
> Set goals, develop a plan of action.
>
> Make sure people know you and your accomplishments.

One respondent wrote "It's up to you to decide what you want and then strive for it!" She added, "I wish I were 20 years younger!" Several respondents sagely reminded administrative aspirants that professional people should try not to "burn bridges" or "shut doors that they may one day need open."

Develop and Maintain Strong Support Systems

The literature and the research reviewed prior to initiating the current research indicated the need and benefit of support networks among women as well as the positive aspects of mentoring. This present study suggested that contemporary women in educational administrative positions also highly value networking and mentoring relationships. Respondents indicated that both women and men may serve as administrative mentors for women seeking administrative positions in education. They also frequently stated that support for their efforts was needed not only in the professional arena, but in their personal lives as well. These women were sensitive to the fact that their desires to advance professionally were out of the ordinary in traditional terms, and that an integral part of their success was support from their families or other close, personal relationships.

Characteristic to the nurturing dispositions of most women was the general advice not only to find a mentor for personal guidance and assistance, but also to be a mentor for other women. There seemed to be an underlying tone that if women are to be successful both individually and as a whole, then they must strive to help each other. Although there has been some progress toward women's equity, the advancement has been slow and painful with numerous steps backward. This may be because women are generally less combative than men and would prefer that their worth and value in the marketplace be recognized for its merit as opposed to being accepted reluctantly through quota compliance and/or legislation.

The women in the survey responded to the need for networking and mentoring in the following ways:

> . . . we must first support other women who have high aspirations for the top positions.
>
> Help other women, even those who may be your competition.
>
> Be a nurturer and supporter of others. Establish both professional and personal support systems.
>
> Marry someone who can handle your success.
>
> Maintaining strong, supportive personal relationships and support systems — marriage, family are absolutely essential.
>
> Tend to your personal relationships as astutely as you do your professional ones.
>
> Don't go it alone anymore than you'd walk through Central Park at night.
>
> Network, not just for job advancement, but also to learn, to share, and to maintain professional friends.
>
> Select organizations that have a history of mentoring women for positions of power.

The respondents indicated that establishing networks was important within one's immediate work environment, as well as through professional organizations. Some general areas of advice with regard to support systems emerged overall. First, survey respondents encouraged others aspiring to be administrators to find mentors to assist them along their paths to the top. Second, they entreated women in administrative positions to become active members of networks that support women. Third, they emphasized the need for both personal as well as professional support as key factors in their success as administrators. Fourth and last, they suggested that all women should nurture and support other women for the betterment of all concerned.

Have Courage

Time and time again respondents simply stated "go for it" as their advice to women aspiring to become educational administrators. These women expressed repeatedly the persistent belief that everything is possible, just "do it." The underlying message of "Believe in yourself, but never doubt that you can do whatever you set your mind to do," kept surfacing in their comments.

In general, women typically doubt their abilities and frequently even make comments about themselves which minimize the success they have had in com-

pleting a task because traditionally what they have accomplished is perceived as a male-directed/oriented task, and they sense that they are somewhat out of bounds. Needless to say, it takes a great deal of courage for a woman to step forward in the male-dominated world of educational administration and prove herself, much less take credit for it. As mentioned previously, respondents indicated that women must work harder and longer than their male counterparts to achieve the recognition and respect that they merit for jobs well done. To encourage women aspiring to become educational administrators, survey respondents replied:

> Remember it's up to you — decide what you want and then strive for it.
>
> Be a risk taker.
>
> Keep trying, but mostly, do whatever you do well. Don't be afraid to do more and to take on more responsibility.
>
> It's a complex playing field, not for the faint hearted.
>
> GO FOR IT.
>
> Be willing to take risks.
>
> . . . be ahead of the trends.
>
> If you stumble or fall on hard times, pick yourself up and carry on — don't give up.
>
> Courage and integrity are hallmarks of real leaders.
>
> Be open to new opportunities, challenges and experiences.
>
> Dare to be different.
>
> Dare to be great!

Bottom line, the woman who dares to strive for the top professionally must generate courage from within, defy the status quo, believe in herself and work diligently toward focused goals. The respondents felt all of this could and should be done with the utmost integrity which they felt, along with courage, was the cornerstone of a true leader.

Believe in Yourself

Believing in oneself essentially means possessing a strong sense of worthwhileness and/or self-esteem. From the respondents' comments, it is evident that their experiences validate the impact that a person's self-esteem can have upon leadership ability. Looking right for the job and appearing professionally attired addresses self-esteem. Exhibiting a positive attitude is a reflection of a

positive emotional state. Practical strategies that place oneself in a positive professional light speak to intellectual prowess. And finally, effective capabilities to interact and get along in the professional social environment also indicate a positive self-esteem.

Generally, women are people-oriented and believe that the whole is only as good as the parts. They are collaborators. Consequently, many women find themselves well-suited to the leadership style that contemporary professionals identify as the most effective for the necessary changes that must occur in educational reform. This is a leadership style that values all persons affected by the changes that will, or are, being made. The time is ripe for women to take leadership positions in education because skills generally ascribed to and practiced by them are ones needed for the consensus-building and decision-making required for the profession to move forward. BUT, are women being sought by the profession and/or are they stepping up and saying, "Here we are. We know we are what is needed and we can serve that need in admirable ways?" Our respondents directed women to focus on believing in themselves; boosting their self-esteem so that they will choose to undertake leadership roles for the betterment and progress of the profession. The following are some of the comments they made:

> Believe in yourself.
>
> Never compromise your principles.
>
> Dream high dreams.
>
> Think positively; create an atmosphere of success.
>
> Present yourself well — smile; use eye contact.
>
> . . . hold you head high.
>
> Have a positive attitude and exhibit enthusiasm.

Not surprisingly, the data indicate that the successful female administrator needs to possess a strong, positive self-esteem that communicates to those with whom she is working that she can get the job done and can do it well.

Uphold and Protect Your Personal Integrity

Not only is it important, according to survey respondents, for a woman to hold dear her values and ethics, but she must be viewed by others as being a person who upholds her values and ethics. Repeatedly, the women in this study stressed the significance of maintaining personal integrity while aspiring to and functioning in high-level administration:

> Be honest.
>
> Maintain personal ethics and values — nothing is worth losing them.

Being oneself, modeling what one values, and having the courage and confidence to follow one's value system are critical components to survival in the quest and attainment of top leadership positions.

Work to maintain calm, trusting relationships.

Never compromise your principles.

Show love.

Accept responsibility for self.

Set personal goals.

Know your professional ethics and maintain them.

Be firm, strong and fair.

Be an example for peers.

. . . have a breadth to you.

Remember, be yourself, not what others think you ought to or should be.

Be able to stand up against diversity.

Don't expect special treatment; expect to pull your own weight.

Know what you stand for so that decisions come quickly and with consistency and fairness.

Much of the advice in this section encourages women to be their own, unique individual, to espouse their values and live them, as well as to respect the values of others. There is a certain sense of idealism expressed in the section that challenges women in administration to model the best of the best, or how leaders should really be. Once again, the advice seems to present a dichotomy of suggestions that bespeak of strength and softness at the same time. The female leader is expected to demonstrate strength and determination, yet be human and responsive to individual human beings. Such a posture in leadership can indeed be accomplished, in the researchers' view as well as in the respondents' view, by a woman!

Conclusion

Women possess the capability of being strong, yet sensitive leaders. Such leadership is accomplished by being well-prepared and qualified for the position, developing and practicing effective people skills, being a hard worker, persevering, believing in yourself, developing and practicing effective professional skills, having courage, developing and maintaining strong support systems, and by

upholding and protecting one's personal integrity. This present research indicates that current female administrators value developing and maintaining strong support systems as one of the most important variables in a woman's success in a senior ranking administrative position in education. The support systems they suggest are both professional and personal. The outcome of this study corroborates other recent research which indicates an increasing significance given to mentoring relationships as key to the positive development of female administrators in the profession. Interestingly enough, respondents indicate that mentoring and nurturing characteristics of mentor relationships may be successfully carried out for women by either females or males and that females should mentor and nourish both genders' leadership potential as well. Ultimately, it is the mentoring process that matters, not the sexes of the mentor and protege.

Epilogue

If school districts are sincerely interested in finding the best talent and leadership potential for filling administrative positions in their districts, consideration must be given to overcoming sex-stereotyped barriers and perceptions. Individual women may seek advice, mentors, and preparatory actions that ready them for administrative positions; but unless the social system they are attempting to enter is prepared for them, the individual will not have much success and could even become more frustrated with the existing barriers. Therefore, it is not enough for the individual to undergo change; the system and society must also change. Change for systems and large societies rarely happens swiftly; but after twenty years of affirmative action legislation in which this country has ostensibly been actively pursuing better, more equitable treatment of women, this nation has had ample time to demonstrate significant improvement in balancing the gender scales. If neither righting past and present wrongs, having a sense of fair play and common decency, nor passing legislation has proved to be sufficient motivation to initiate fairer treatment of women in the educational workplace, then perhaps America's desperate need for excellent leadership to salvage this nation's public schools will provide the catalyst for women's acceptance into power positions in education — positions to which they have been routinely denied access equal to men, to date.

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Chapter 13

WOMEN IN LEADERSHIP: A SUPPORT SYSTEM FOR SUCCESS

Genevieve Brown
Jimmy Merchant

As women move through their careers, they must begin to value and maintain their contacts.

I would never have gotten my first administrative job if it hadn't been for my principal. He encouraged me, boosted my confidence and gave me advice essential to my success.

Women don't realize how important networking is. Establish and maintain contracts. Ask others for help.

Several people — my superintendent, my major professor, my principal — all males — were willing to share lots of "inside information" with me. I feel their insights and advice had a lot to do with my success.

These comments are representative of those of 356 Texas women superintendents, principals and central office administrators when they were asked to discuss what had contributed to their success in obtaining and effectively performing in administrative roles. Information such as this, from successful, practicing women administrators, is of enormous benefit in attempts to transform existing paradigms and to offer equal access to all leadership positions to all persons.

Our study was designed to determine (1) what motivates women to accept school administrative positions (2) what contributes to success in these positions and (3) how to better prepare women to become effective administrators. This chapter addresses the last two goals of the study. Participants were asked to identity whether or not they received encouragement, assistance, or mentoring from another person and, if so, whether that person was a male or female, educator or non-educator, or a family member. Open-ended questions also asked respondents to list (1) barriers women face in obtaining administrative jobs (2) what is

of most assistance and (3) what advice they had for women seeking administrative positions.

Their responses were most informative. These women felt they could never have become administrators without a strong support system. Although the person or persons providing the support system varied widely, male educators and family were often mentioned as being instrumental in providing members the assistance and opportunity to accept an administrative position. With the information gained from this study, we began to further explore the literature regarding support systems for women, including networking, mentoring, and how women can share their keys to success.

Barriers to Success

In order to develop a model support system for women seeking an administrative position or advancement within a profession, it is necessary to identify specific barriers women face in achieving these goals. From our own study and from the work of others, four major barriers emerged:

1. Absence of role models for women.
2. Lack of support and encouragement from others.
3. Lack of sponsorship within and without the organization, and
4. Lack of a supportive network.

How does one overcome these barriers? Women have three valuable tools at their disposal — networking, mentoring, and learning from the experience of others. These three processes are the components of the Support System for Success Model.

Networking

> Many women believe that if they obtain the required credentials and do a good job in teaching, or whatever job they're doing, they'll get that promotion they're seeking. That just isn't always true. Networking is critical (Collier, 1992).

As women move through their careers, they must begin to value and maintain their contacts. Every individual they meet should become a member of their network. The degree to which they actively use and contribute to that network will be a primary measure of the success they have in their own careers. It is also a great measure of how successful they may be as a role model for other women.

Younger people who are lower on the career ladder should be able to expect that they can depend on, profit from, and build on these networks. If women reach out to others, they gain for both themselves and their subordinates new perspectives and new opportunities.

Slick and Gupton (in press) found that female school executives expressed strong support for networking. Advice from respondents in their study included:

> Help other women, even those who may be your competition.
>
> Be a nurturer and supporter of others.

Establish both professional and personal support systems.

Network, not just for job advancement, but also to learn, to share, and to maintain professional friends.

Select organizations that have a history of mentoring women for positions of power.

In addition to the informal networking which can occur from both within and without one's work organization, women should avail themselves of all possible opportunities within the community and the profession. The following are examples of opportunities for women to use in initiating networking opportunities:

- Service on committees
- Professional organizations
- Religious and community organizations
- Public service agencies, fund drives, boards, etc.
- Social gatherings
- Communication with those with whom you wish to network (letters, telecommunications, videos, etc.)
- Advice, suggestions, and introductions from others
- Formal networking groups
- Support groups for women's issues.

Through networking women can come to recognize the strength they can gain from one another. They can learn to appreciate and respect one another as individuals, as professionals, and as leaders. Perhaps one of the greatest benefits is for women to see their own accomplishments through the eyes of others and, therefore, come to respect themselves for what they are and what they can do.

Mentoring

Historically speaking, women are by instinct and training the "nurturers and educators of the generation that follows . . ." While men may see the next generation as their competitors, women can perceive them as the potential beneficiaries of all they have learned and experienced (Kozmetsky, 1989).

Women should embrace and assist prospective successors. Rather than establishing a competitive or threatening environment, successful women should deliberately create environments which will nurture other women and help them grow and develop. Through this process women can make others' successes and contributions a reflection of their own. In fulfilling their roles as mentors, women can pay a debt to those women who have preceded them in breaking the molds they were expected to fit.

Female administrators in our study stressed the importance of having a mentor and of being a mentor:

I owe my first principal's job to my major professor. He supported, encouraged and goaded me all the way. He was like my PR agent!

I would never have applied for the job of assistant superintendent if it hadn't been for the superintendent. When I was a principal he gave me additional responsibilities and opportunities that prepared me for an upper-level job. He was a mentor in the true sense of the word.

I feel an obligation to act as a role model and encourage competent young teachers to prepare for and seek administrative positions. A lot of folks helped me along the way.

Women who have already achieved success have many opportunities to provide support by acting as mentors for those who follow. Mentoring can involve many roles, among which are:

encourager	advocate	guide	trainer
role model	sponsor	teacher	guru
coach	director	motivator	influencer
protector	counselor	promoter	challenger
confidant	friend	sounding board	advisor

Sharing With and Learning From Others

Women should work very hard to change negative attitudes women may have of each other. Supporting others of their own sex, instead of fearing their competition or lack of experience, can strengthen both the organization and themselves. In our study, women were asked to give advice to aspiring administrators. Among the tips were:

Go for it! Expect rejection along the way, but do not let anyone deter you from your goal.

Continue seeking the position that is "right for you".

Be extremely loyal but show how your strengths can assist the organization in reaching its goals.

Do not try to be masculine — be proud of your sex and then completely ignore it.

When something good happens in your organization, be sure that somebody on the staff gets credit for it. When something bad happens, be sure you take the blame.

Listen 90 percent of the time; talk 10 percent.

Ignore the clock; be prepared to work long hours.
Be prepared and don't give up hope.

In her book, Women in Business, (1989) Kozmetsky describes a business women's networking group in Austin, Texas, and discusses the important impact the group has had on their careers. Based on the experiences of the group, Kozmetsky has formulated a set of guidelines for women leaders. Following are "Ronya's Rules."

Understand the concepts of power and status.
Have an enormous reservoir of patience.
Work very hard.
Don't throw your weight around.
Help the younger women behind you.
Be tenacious.
Ignore a lot and be very flexible.
Trust in luck.
Don't take yourself too seriously.
Believe in and trust your women's intuition.

Summary

Women must recognize who they are, accept that they are leaders and role models for those who follow, and gain the self-confidence to convince others. By challenging the barriers they face, by developing networks with all those with whom they come in contact, by choosing and becoming mentors, and by following the advice of those who are now in leadership positions, women can have the support system required to open new doors and to be the "best leader" any position demands. Because many women in education are not aware of the power and importance of a model such as the one described above, new thinking may be required. Commitment to act on the Support System for Success model can truly impact existing paradigms.

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Chapter 14

THE EDUCATIONAL ENVIRONMENT OF WOMEN: EFFECTS AND EQUITY

Donna Arlton
Vicki T. Davis

Despite the fact that women appear disadvantaged in higher education faculty positions and in a variety of administrative positions, they have made inroads at the highest leadership levels.

An equitable education for young Americans is the greatest source of this nation's strength. However, education in America is not equitable for all. Our nation is troubled with disintegration of the family, a reliance on drugs for solving problems, an increase of racial and ethnic conflict, and widespread societal violence. Increasingly, members of our society are suffering economic hardship because they lack the work skills required by new technologies. Among those suffering most are women and children who are swelling the ranks of the poor. Too little attention and action are being directed to the relationship between education and poverty. Furthermore, few of us know and understand the gender inequities that exist in today's educational system at all levels.

By the year 2000, two out of three new entrants into the work force will be women and minorities, and there will be few jobs for unskilled workers (Wellesley College Center, 1992). Yet, schools systematically steer girls away from the courses of study that will prepare them to compete and to participate productively in society. As a result, our nation will lose more than half of its productive potential.

In 1990 a significant and comprehensive study (Wellesley College Center, 1992) was commissioned by the American Association of University Women (AAUW) Educational Foundation. Developed by Wellesley College Center for Research on Women; the findings were presented in a report entitled How Schools Shortchange Girls. The report includes all available research on what actually happens to girls in our public schools.

One of the findings is that gender makes a difference in public elementary and secondary schools; girls' educational needs are not being met. Although girls and boys enter school with roughly the same abilities, by the time they graduate from high school, girls have fallen behind boys in critical areas such as higher level mathematics and science and on measures of self-esteem. As mentioned in this

study, no attention to differences in gender is given in the 1990 National Education Goals nor in America 2000, the 1991 plan of President Bush and the U.S. Department of Education.

Regarding classroom behavior, the AAUW study reported that teachers give significantly less attention to girls than to boys. Boys are called on more, are more encouraged in problem solving activities, and are allowed greater freedom of behavior in the classroom than girls. Among girls, African American girls attempt to initiate interactions with teachers more frequently than do Caucasian girls, but they experience fewer interactions with teachers. In addition, sexual harassment of girls by boys in the classroom is increasing — from innuendo to actual assault.

In classroom instruction, the contributions of girls and women are negated or ignored in textbooks. Inadequate education on sexuality and healthy development is presented even though there is national concern about AIDS, teenage pregnancy and sexually transmitted diseases. The problems of incest, rape and physical violence which often affect the lives of girls and women are rarely, if ever, discussed.

While differences between boys and girls in math achievement are small and may be declining, girls in high school are less likely than boys to take the most advanced courses and be in top scoring math groups. In addition, the gender gap in science may well be increasing. Even girls who are very competent in math and science are not as likely as boys to pursue technological careers. What Actually Happens: In College and Beyond Women at Thirtysomething: Paradoxes of Attainment (Adelman, 1992) describes the educational careers and labor market experience of women in the high school graduation class of 1972 through the time they were 32 years of age. According to this study, the high school performance of girls was stronger than that of boys. Girls with two years each of science and math performed as well as boys on the SAT. Although their educational hopes and plans were less than those of boys they continued post high school education at the same rate as the boys, received more scholarships, and completed their degrees faster than their male counterparts.

The choice of curriculum differed; women chose human services and humanities programs while men chose business, science and engineering. Women's grade point averages were higher than men's no matter what field they studied, including mathematics. A higher percentage of women than men continued their education after age 30 and they developed a more positive attitude toward education than did men. Of the degrees awarded, women received 56% of all associate degrees, 51% of bachelor's degrees, 50% of master's degrees and 35% of doctoral degrees.

Despite these successes, the labor market picture was less positive for women. Between the ages of 25 and 32, women experienced a higher percentage of unemployment than did men and they achieved pay equity with men in only 7 of 33 occupations. However, the women had more positive attitudes than men toward working conditions, relationships and skill development. While women valued salary as did men, they were less materialistic and self-centered than men, and they were more involved in organizations, charities and clubs.

An increasing body of evidence suggests that differences in wages persist between men and women (and between non-minority and minority persons). For example, reports by Dill et al. (1987) and Michael et al. (1989) indicated that factors such as skill, effort, working conditions, merit and other factors do not account for the difference in wages between these groups.

Women's Higher Education Experience

Data from the Factbook on Women in Higher Education (Touchton & Davis, 1989) showed that women constitute approximately one third of all faculty in higher education. Less than half of the women have tenure, compared to almost three fourths of the men, and they average about 80% of the men's salary at every rank.

In academic administration, slightly less than a third of the academic deans are women with the least being found in law and the most being found in nursing and home economics. In non-academic areas, women administrators are most frequently found to be managers of payroll or directors of affirmative action, public relations and student placement. Women are more likely to be chief student affairs and development officers (25% and 20%, respectively) than they are to be either chief business officers (10%) or presidents (10%). It is clearly evident that the proportion of women administrators decreases as the level of position and responsibility increases.

Despite the fact that women appear disadvantaged in higher education faculty positions and in a variety of administrative positions, they have made inroads at the highest leadership levels. Whereas only 5% (148) of approximately 3,000 accredited colleges and universities in the country were led by female presidents in 1975, the number rose to approximately 12% (350) in 1992. However, institutions headed by women are generally those which are smaller and located in more rural areas.

Achieving Equity Through Change

The world changed significantly in the 1980s and will continue to change throughout the 1990s as the economic, political, familial, and legal environments meet new challenges. The many educational environments are becoming more focused on quality, emphasizing human relations, and turning away from the old notions of management. Recognition of change in work environments, family structure and function, and world order mandates that old ways of educating women be carefully assessed and improved so that this group of resourceful humankind can contribute fully to the resolution of contemporary issues.

Noting the previously mentioned effects of educational environments on women, researchers and others have recommended changes which would alleviate the problems of educating girls in the public schools and in college. The importance of promoting and retaining women in the work place has received national attention and is particularly acute in higher education. The authors will present some recommendations for making a more equitable environment in the public schools as well as in institutions of higher education.

Recommendations for the Public Schools

"Research shows that policies developed to foster the equitable treatment of students and the creation of gender-equitable educational environments can make a difference. They can make a difference, that is, if they are strongly worded and vigorously enforced" (Wellesley College Center, 1992, p. 84). With this in mind, many of the recommendations made by the Wellesley Center, and stated in this chapter, can help us deal with the problems of educating girls in the public schools. Title IX, which made discrimination on the basis of sex illegal in any educational program receiving federal funding, has made a tremendous difference in the way that girls are educated. However, full implementation of Title IX must be a top priority of all concerned about public education.

Personnel in the public schools — teachers, administrators, and counselors — must be ready and willing to cultivate gender equity and awareness in every aspect of schooling. This may mean changing certification standards so that course work on gender issues is required. Test items on national teacher examinations should include items on achieving gender equity in the classroom. Professional education courses must avoid perpetuating assumptions about superiority of abilities and characteristics traditionally attributed to males in our society. School personnel are obligated to help girls K-12 develop positive self images.

The public school curriculum must be written to include women from all walks of life so that students see value in each human being. Federal and state funding to support gender-fair multicultural curricular models that include issues of power, gender politics, and violence against women must be part of our nation's educational plan. Preschool curriculum must be sensitive to gender equity and different learning styles of boys and girls. Teachers need to examine how they relate to girls and the content areas that are emphasized when working with each sex. Videotaping actual class sessions may help teachers more accurately assess and develop their own strategies for fostering gender equitable education.

The sciences and mathematics must be seen as important to the success of girls. Girls, along with boys, must see the relevance of new curricula in the sciences and mathematics. Counselors should exercise caution that they do not steer girls away from the fields of math and science; instead they should strongly encourage girls into these fields. Showcasing women role models in the scientific and technological fields in addition to providing career information and experimental learning groups in math and science will encourage girls to achieve in these fields. Youth organizations in local communities can work with the public schools to develop out-of-school math and science programs that help girls overcome stereotypes.

Vocational education should continue as a high priority in the public schools, and girls must be encouraged to take non-traditional courses. The private sector can help assure that girls with training in non-traditional areas find employment. Additionally, support services such as child care and transportation should be available. We are obligated to continue research on the effectiveness of vocational education for girls.

Tests must accurately reflect the abilities, general aptitudes and achievements of both sexes. Girls must be encouraged to take challenging math and science

courses so they can score better on college entrance exams (Admission Decisions, 1992). Scholarships should be awarded on factors other than test scores: grades, portfolios, extracurricular activities and out-of-school accomplishments.

Governing bodies of public schools and education entities must include women, and professional organizations should include women on education-focused committees. Local schools must use the expertise of women teachers in restructuring the curriculum. Women teachers must be promoted to administrative and elective offices where their classroom experiences will aid in the development of equitable education for all students. Additionally, the experiences, strengths and needs of girls from diverse backgrounds must be included in the curriculum. Education reform must address sexual harassment, health and sex education, and child care. Partnerships between schools and community groups can help meet the needs of students, especially those dealing with pregnancy, sexual abuse, drug and alcohol use, and AIDS. Since the health and well-being of girls are related to their ability to complete school, school board policies should help young mothers complete a high school education without undue stress.

Equal Opportunities for Women in Higher Education

The Council for Women in Higher Education (1991) suggested ways to improve the retention of women faculty and administrators in Texas institutions of higher education. The suggestions included methods and procedures for training and advancement as well as the achievement of salary equity for women in college.

In order to retain women faculty through a system of tenure and promotion, the departments within each institution should establish and describe the activities necessary for women to satisfactorily complete the tenure and promotion process. Yearly evaluations of each faculty member's progress towards promotion and tenure as well as a plan for tenured faculty to formally mentor newly hired faculty members should be available.

The implementation of faculty development programs in the form of workshops on effective teaching, release time for research or course development, and teaching credit for supervising graduate students and post-doctoral fellows were suggested. Training seminars for all faculty were recommended in areas such as stress and budget management, communication and decision making skills, and other timely topics. The communication of information about fellowship and research opportunities should be continuous.

Women faculty members and administrators should be provided opportunities for internships and as chairs of university committees. Administrative opportunities should be listed through a central clearinghouse within the institution and the state. Existing mentoring programs such as those provided by the American Council on Education, Higher Education Resources Services, Leaders for the Eighties Program of the American Association of Women in Community and Junior Colleges, and other leadership training programs should be offered to women faculty. The institution should prepare a plan for enhancing the professional development of women administrators.

Each college campus should implement procedures for women to achieve equity in salary. Merit pay should be equalized through recognition and reward of disciplines usually associated with women. The strict enforcement of EEOC, Title IX, and other federal guidelines is required. Additionally, academic officials at all levels must ensure that funds for salaries are distributed without regard to sex.

Higher Education Systemic Change

Many changes in the college life of women as student and employee are recommended by a variety of authors in Educating the Majority (Pearson et al., 1989). These recommendations strongly suggest top administrative support and an examination of institutional policies.

"There is absolutely no substitute for the commitment and active involvement of chief executive officers and governing boards" (Kincaid, 1992, p. 33). Rowe (1989) stated that if an institution is going to change, with respect to minorities and women, it will first be because of direct involvement in leadership on this issue by top administration. Bogart (1989) also believed that strong institutional leadership, in addition to the presence on campus of one or more women who are catalysts for change, networks, and an overall plan are important conditions which help institutions respond in effective ways to the needs of women and minorities.

Rowe (1989) emphasized that what seems to work in making women successful in academe requires no financial cost to the institution but is dependent on people dealing with people. A healthy institution is constantly changing in response to the needs and data of new diversity in its population. This means reviewing policies and guidelines which impact women in education both as students and employees. More specifically, it is adopting policies that accommodate families; revising tenure policies to include parental leave; providing on-site child care; allowing women to complete research and writing assignments at home; providing opportunities for job sharing, flexible work and class schedules, or help in locating jobs for spouses (Moms Get a Break, 1992).

Pearson et al. (1989) suggested transforming the higher education system by making a permanent institutional commitment to women's studies. Additionally, specific attention should be given to sexual harassment; an annual status report should be prepared; and the value of diversity in curriculum, programs and policies should be appreciated. A Commission on Women should be established with a high-level person whose formal responsibilities include advocacy for women on campus in charge. The creation of a center for the exploration of community and personal relationships was also stressed.

Conclusion

Not all situations involving the education of young girls in the public schools, women in colleges, and the movement of women into faculty and administrative roles in higher education are alike. Yet the need for providing quality and equity in the process so that individuals are recognized for their abilities and assisted in their progress will be celebrated by future generations. Changes must continue with the individual and the institutional system so that equitable education for all

young Americans is attained at every level. In times past, equitable education has not been; in times to come, equitable education must be.

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